

CA26N
DG 705
- 70L17

Government
Publication



3 1761 11891867 1



Lakehead University

Brief
to the
Committee
on
University
Affairs

NOVEMBER 24th, 1970

LAKEHEAD UNIVERSITY

BRIEF

to the

COMMITTEE

on

UNIVERSITY

AFFAIRS

NOVEMBER 24th, 1970

MATTERS OF PARTICULAR CONCERN TO LAKEHEAD UNIVERSITY

This Brief has been prepared by Lakehead University based upon the agenda proposed by the Committee on University Affairs. The appendices which follow this opening statement contain the comments and data requested by the Committee, and representatives of the University will be prepared to discuss these matters at greater length during the Committee's visit on November 24th.

Although the last item on the proposed agenda made provision for the University to raise matters of particular concern to it, we believe that these topics are of sufficient importance to be presented in an opening statement. We sincerely hope that these matters will be given serious consideration at the meeting with C. U. A.

The most significant occurrence for Lakehead University during the past year was the regional study carried out by the Commission on Post-Secondary Education in Ontario. Appointed by the Minister of University Affairs and of Education to examine the supposed duplication of programs, resources and efforts by Lakehead University and Confederation College of Applied Arts and Technology, a study group



Digitized by the Internet Archive
in 2024 with funding from
University of Toronto

<https://archive.org/details/31761118918671>

of the Commission visited Thunder Bay in April of this year. The preliminary draft report of the study group, which was given wide distribution, was presented to the University in early October. In the meantime, however, all approvals for capital projects had been frozen.

Although the Commission's recommendations are still under deliberation, and will remain so for some time, there are aspects of the current situation which seriously affect the future of this University. We believe that these aspects are therefore the proper concern of the Committee on University Affairs.

The preliminary report of the Commission appeared to directly question the role of research and graduate studies at Lakehead University. It also suggested that there was a considerable amount of duplicated effort and resources, a serious lack of co-ordination, and very little attempt to meet the needs of the people of Northwestern Ontario. We have offered our rebuttal to these suggestions and do not feel that it would be appropriate to continue that debate with members of the Committee.

However, the effects of the above suggestions have already been harmful to this University and will probably continue to be so for some time. The morale of the faculty, students, Board of Governors, administration, and of all the people of the region who have supported this University in the past has been seriously affected. The reputation of this institution, both within the local community and throughout the Province, has also been affected. The result of this situation, in terms of attracting qualified faculty and students in the future, might prove to be of lasting significance.

Finally, it should be noted that the major concern of the entire University community during the past two months has been the Commission's report and its possible effects upon the future of the institution. The preparation of this Brief to C. U. A. has understandably suffered. We therefore request that the Committee on University Affairs allow the University time to present additional comments on the agenda and other items if it so desires.

The Faculties of any university normally have many pressing concerns. We have presented below, for special consideration, only those which

require the immediate attention of C. U. A.

The Faculty of Arts wishes to present to the Committee for review its Graduate Diploma in Economic Development program. (An outline of all new programs and the relevant statistical data are presented in Appendix C.) This is a unique program which offers the opportunity to make a meaningful contribution to one of the most serious problems of today's world. In addition, the costs involved are minimal.

The Liberal Science program proposed by the Faculty of Science has been designed to fulfil the requirements not only of the students' interests but also of modern society. The need for a general science background, especially for primary and secondary school teachers, is pronounced.

The Faculty has in the planning stages a proposed program in Environmental and Pollution Science which will bear directly on the problems not only of this region but of society in general. Since it is possible that the planning for this program will be completed presently and the program will be ready for implementation in

September of 1971, the University requests the Committee's permission to make a possible late submission on this matter this year.

On the bases of the success of our Forestry programs to date, of the peculiar suitability of our location for this type of study and of the complimentary research and course work of other departments and Faculties, the School of Forestry plans to expand its present degree program from the first two years only to the full four years. The institutional and regional resources already available support directly the extension of the program. The growing enrolments in the first two years of our degree program raise the serious possibility that in the near future there will not be sufficient places for our students in the third year of the University of Toronto program.

The School of Engineering, in response to the demand for an innovative Applied Science program, proposes to extend its degree program from the present two years to the full four years. The program has been especially designed to accept students into its third year from technology diploma programs. Experience with the University's own

technology students will allow selected graduates of community college programs to enter the third year with a minimum of academic disruption.

The School of Library Technology has, in the planning stages, a Bachelor of Library Technology program. By 1971 complete details of this program will be available.

In connection with the University's diploma programs in Business Administration, Engineering and Forestry, we would request that the CUA/CPUO Joint Subcommittee on Finance review the operating support currently provided for students enrolled in these programs.

These students are placing equal demands upon the resources of their School and the University to those of degree students. They frequently, in fact, take lectures and labs together. A considerably lower level of support for these students is clearly inequitable.

The question of an appropriate operating weight for students enrolled in the Faculty of Education was recently discussed by representatives of the University and the CUA/CPUO Study Committee on the Financing

of University Programs in Education. Accordingly, the University will reserve comment on this matter until it has reviewed the recommendations of that Committee.

The University is requesting a \$250,000. non-formula capital grant for required alterations and new equipment in the Faculty of Education building (See Appendix B, page B-1 (a)). The expansion of the teacher education program in both quality and quantity requires many specialized facilities. Secondary science education courses offered by the Faculty will require the addition of laboratory facilities. The sophisticated Faculty of Science laboratories are not suitable for the type of instruction and demonstration necessary for elementary or secondary science education. The present Education library facilities are heavily overburdened and need to be expanded. Incorporation of this library into the University library would be professionally disadvantageous and expensive, since the classification system would have to be converted from Dewey Decimal to American Congress. There is an acute shortage of space in the present building for staff offices. Recent renovations provided a sufficient number of offices

for the present faculty, but there is no further space available for the required additional faculty. Also totally lacking are art education facilities, curriculum laboratories, and the sound-proof, one-way observation stations for demonstrating primary teaching techniques, counselling procedures, individual psychological testing, and the highly individualized special techniques used for training teachers in special education programs.

The Committee on University Affairs and the Department of University Affairs have long recognized the necessity to provide extra-formula financing for small, emerging universities. Such financing is necessary if the justifiable qualitative ambitions of these institutions are to be more than "idle and ultimately frustrated dreams" (Aims and Objectives of Emerging Universities, C. P. U. O. Subcommittee on Research and Planning, November, 1969). To date, C. U. A. and D. U. A. have attempted to define "emergence" in terms of size alone. Although size is a principle factor in viability, location should not be overlooked as a determining factor.

In a letter from the Minister of University Affairs, dated 31 March 1970, Lakehead University was informed that the following levels of extra-formula support for emergence would apply:

1971/72	-	\$700,000
1972/73	-	\$350,000

These levels of support coincided with weighted enrolments of 4618 (1971/72) and 5020 (1972/73). Revised enrolment projections (see Appendix B, page B-1) indicate the following weighted enrolment by year:

1971/72	-	4498 units
1972/73	-	4801 units
1973/74	-	5051 units

Based upon the logic of the Minister's letter alone, therefore, an emergent grant should be awarded for 1973/74 in the amount of \$350,000, while the levels of extra-formula support in 1971/72 and 1972/73 should be increased accordingly.

If the levels of extra-formula support are not altered in accordance with revised enrolment projections, the total operating grant received by Lakehead University in 1973/74 will be less than the 1972/73

grant, even though the weighted enrolment will have increased by an estimated 250 units (see Table I, page 14). Figure A (page 15) is a graphic representation of the too abrupt curtailment of the University's extra-formula support.

Figure A also shows the more gradual curtailment of extra-formula support requested by the University on its UA4 form (Appendix B, page B-1). This decline represents the minimum requirements which the University must have if its already low F.T.E. faculty/F.T.E. student ratio is to become no further out-of-line with the Provincial average of approximately 1:12 (1969/70). If the University receives the funds requested, the F.T.E. faculty/F.T.E. student ratio will develop as follows:

1970/71	-	1: 14.4
1971/72	-	1: 15.0
1972/73	-	1: 14.9
1973/74	-	1: 14.9
1974/75	-	1: 14.7
1975/76	-	1: 14.6

This low ratio of faculty to students makes it even more difficult to attract qualified faculty members.

Lakehead University's need for extra-formula support is conditional not only upon size. Greater efforts must be made in a region of slow economic growth and limited cultural opportunities. Distance from the centre of Provincial activity alone places an increased burden on resources. Disproportionately high travel costs for faculty and administration and additional freight charges of between 3% and 6% on supplies and equipment constitute an extraordinary demand for Lakehead. Unusually high heating costs due to the long and severely cold winters contribute to increased operating costs. These factors are on-going considerations which, when combined with the problem of size, more than justify the level of extra-formula support requested by the University.

Lakehead University has made a special effort to meet one of the needs of Northwestern Ontario with its Extension program. In 1969/70 the University offered twenty-four courses in twelve off-campus communities with a total of 452 course registrations.

A faculty member who teaches an off-campus course as an overload receives \$2,235 in extra salary. Since his normal load is three courses, for which he receives an average salary of \$13,900, the

average cost to the University of the four courses he teaches is approximately \$4,000. (At the present time, the University is trying to employ a limited number of faculty whose prime responsibility will be for off-campus courses. At an average salary of \$14,000 for a normal load of three courses, the average teaching cost per course taught by these faculty members would be \$4,600.) Additional costs generated by off-campus courses include expenditures for transportation and accommodation (average per course = \$1,000), course libraries (\$500), and administration and overhead (\$700). The total direct expense per course is approximately \$4,435, while the actual cost to the University is approximately \$6,200.

Given the current formula method for financing part-time students, a minimum course enrolment of 15 is required to cover direct costs, while an enrolment of 23 would be necessary to meet the actual cost of \$6,200. As a result of limited resources for this area of activity, the University can afford to offer very few off-campus courses with an enrolment less than 15. Frequently, however, the University is unable to offer a course which has been requested due to insufficient (in economic terms) enrolment.

In order to overcome total dependence upon economic factors in determining the ability of the University to offer requested courses throughout the region, we propose the following special arrangement:

Off-campus courses with enrolments between 8 and 15 will be funded on a per-course basis, at the level of \$6,000 per course. This will require a special per course grant of \$6,000 less formula grant.

CALCULATION OF OPERATING GRANT PER WEIGHTED UNIT OF ENROLMENT

YEAR	WEIGHTED ENROLMENT			TOTAL GRANTS, FORMULA AND EMERGENCE* (000's)	GRANT PER WEIGHTED UNIT		
	1970 PROJECTIONS	INCREASE			\$	DECREASE	
		NUMBER	%			\$	%
1969/70	3518	-	-	5444	1547	-	-
1970/71	4048	530	15.06	6324	1562	(15)	(.96)
1971/72	4498	450	11.11	6522	1450	112	7.17
1972/73	4801	303	6.73	6572	1369	81	5.58
1973/74	5051	250	5.22	6551	1297	72	5.25
1974/75	5319	268	5.30	6914	1300	(3)	(.23)
1975/76	5587	268	5.03	7273	1302	(2)	(.15)

* Emergent Grant as specified in March, 1970, letter from the Minister of University Affairs.

TABLE I

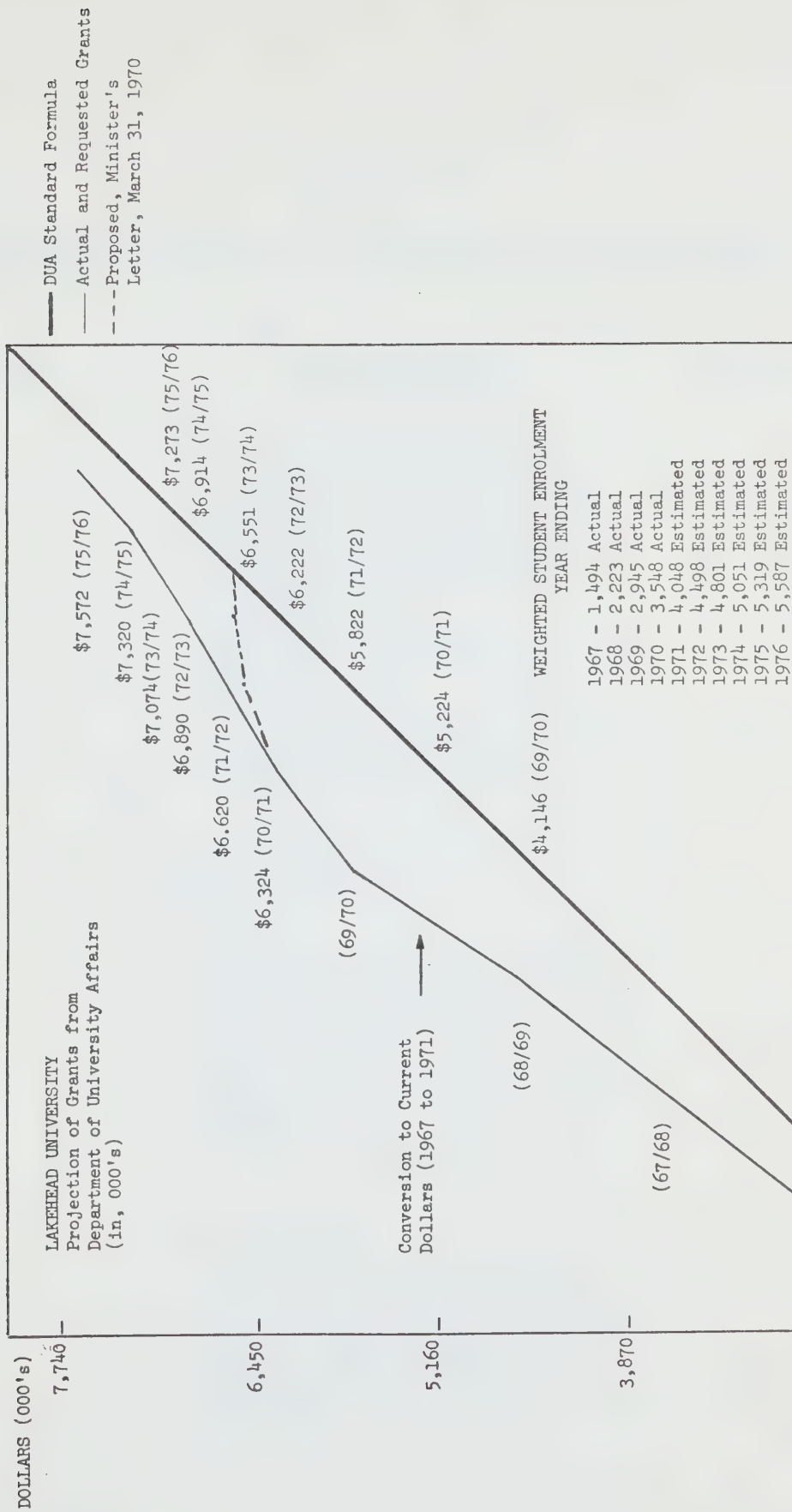


FIGURE A

APPENDIX A

Comments Requested by the Committee on University Affairs

<u>Item Number</u>	<u>Item Description</u>	<u>Page Number</u>
1	<u>Review of Current Programs</u>	
(a)	<u>Description of efforts by the University to co-ordinate program offerings with other Provincially-Assisted Universities</u>	A - 1
(b)	<u>Detailed presentation of graduate enrolment data</u>	A - 3
(c)	<u>General and Honours programs in Arts and Science</u>	A - 4
(d)	<u>Health Science programs</u>	A - 6
2	<u>Factors Affecting Levels of University Support</u>	
(a)	<u>Detailed presentation of types and sizes of classes</u>	A - 9
(b)	<u>Resource allocation - University operating funds</u>	A - 11
(c)	<u>Effects of the academic market-place</u>	A - 13
(d)	<u>Operating and capital support</u>	A - 14
3	<u>Future Planning</u>	
(a)	<u>Updating of five year forecast (as submitted in the fall of 1969)</u>	A - 16
(b)	<u>Capital requirements - as per interim capital reporting schedules</u>	A - 17

APPENDIX A

(Continued)

<u>Item Number</u>	<u>Item Description</u>	<u>Page Number</u>
3	(c) <u>Brief descriptive outline of proposed new programs</u>	A - 18
	(d) <u>Outline of programs and/or courses to be dropped or reorganized in 1971/72 and 1972/73</u>	A - 18
	(e) <u>University views on effects on future planning of: capital formula standards as now applied; changing secondary school patterns; enrolment intake from other than secondary schools; changing student preference; and changing patterns of job opportunities</u>	A - 19
	(f) <u>University comments on possible effects of increasing demand of student assistance from the limited total resources available for the support of higher education</u>	A - 22
	(g) <u>Student housing</u>	A - 23
4	<u>Other Matters</u>	
	(a) <u>Mission Oriented Research</u>	A - 25
	(b) <u>Outline of the University's policy on the obligations of individual faculty members</u>	A - 25
	(c) <u>Other matters - to be outlined at the discretion of the University</u>	A - 27

APPENDIX A

1 REVIEW OF CURRENT PROGRAMS

(a) Description of efforts by the University to co-ordinate program offerings with other Provincially-Assisted Universities

Given the ever-increasing complexity of post-secondary education, with the frequent emergence of new fields of study and the rapid development of established disciplines, the necessity for coordination of effort in the area of program offerings among the Ontario universities is manifest. Although the financial advantages are obvious, the real merit of such cooperation is academic. The development during the past two years of the inter-university province-wide discipline groups, under the auspices of the Committee of Presidents of Universities of Ontario and the on-going efforts of the Ontario Council on Graduate Studies are welcome indications of the acceptance by the universities of the need to rationalize their offerings in order to maximize their effectiveness.

Although Lakehead University endorses these efforts and participates in the very constructive work of these committees, direct bilateral cooperation with other universities in the Province is made very difficult by the distances separating this institution from the other larger universities and the resultant impediment to the exchange of staff and students. The high cost of travel restricts the extent of coordinated effort, but does not stifle it.

(i) At the undergraduate level

The most successful examples of inter-university coordination at the undergraduate level are in the area of Forestry and Applied Science degree work. The University offers the first two years of a degree program in Forestry which is very closely related to the first two years of the corresponding program at the University of Toronto. In the past our students have

been able to enter the third year at Toronto with a minimum of disruption. From 1948 to 1969 Lakehead University offered the first year of the Applied Science degree. Students would then transfer to other universities, a very large number choosing Queen's. This year the University is offering the first two years of Applied Science. The program, which specializes in the three fields of civil, electrical and mechanical engineering, was developed with the cooperation and advice of the Queen's faculty and is analogous to the second year at that institution. Students who desire to transfer to Queen's for their final two years will be able to do so without hindrance.

Since, however, there is no formal commitment on the part of other universities to accept our students into the third year of their programs, the University feels an added impetus to offer the full four year programs in Forestry and Engineering.

The Geology Department designed a course in Engineering Geology for second-year Civil Engineering degree students so that it met the requirements for Civil Engineering at Queen's. A less positive but equally effective form of cooperation is the limitation on program offerings so as to avoid unnecessary duplication of effort. For instance, the University's Biology program has been tailored to the special problems of this area, such as boreal forest ecology, and at the same time avoids overlapping fields well covered in the other universities, such as lake studies, cellular biology and physiology. Remoteness deters much further coordination at the undergraduate level. Although sympathetic, Lakehead University has not been able to participate in the partial introduction of a plan to coordinate summer school offerings in Biology. The interests and needs of local students, especially teachers, largely determine summer school course offerings.

(ii) At the graduate level

The one-year Graduate Diploma in Business Administration for graduates in Arts, Science and Engineering who plan a business career has been developed in close liaison with the University of Western Ontario and York University. Several of our graduates have been admitted with advanced standing to the M. B. A. programs at these universities. Although no formal agreements have yet been concluded, meaningful discussions are continuing with other Ontario universities concerning the possibility of joint Ph. D. work in Chemistry and Mathematics. Once again, however, the cost of travel for both the student and the supervisor is a considerable impediment.

(b) Detailed presentation of graduate enrolment data

(i) Enrolment in 1969/70 and 1970/71 (estimated) of masters' and doctoral candidates - as per Form A.

(See Appendix B, page B-2)

(ii) Sources of intake of new graduate students in 1969/70 and 1970/71 (estimated) as per Form B

(See Appendix B, page B-6)

(iii) Degrees awarded, by level, (masters' and doctorate) in each academic year from 1964/65 to 1969/70 (actual) and 1970/71 to 1975/76 (estimated and projected)- as per Form C

This should be supplemented with a comment by the University as to whether the pattern of masters' degrees (thesis vs non-thesis) has changed over the years

(See Appendix B, page B-10)

(iii) (cont'd)

Comment by the University as to whether the pattern of masters' degrees (thesis vs. non-thesis) has changed over the years

To date there has been no change in the pattern of masters' degrees awarded by Lakehead University. All masters' degrees awarded have required the presentation of a thesis. While there is an interest on the part of some Departments to offer a course-degree at the masters' level, no programs of this nature have been approved to date by the University Senate.

(iv) Projections of enrolment year by year for the next five years - as per Form D

(See Appendix B, page B-12)

(v) Sources of support for graduate students enrolled in 1969/70 - as per Form E

(See Appendix B, page B-16)

(c) General and Honours Programs in Arts and Science

(i) Outline the University's attitude regarding continuing differentiation between general and honours programs

At the present time Lakehead University offers both general and honour degree programs in Arts and Science. (All undergraduate degree programs in the University Schools are four-year professional programs, with the sole exception of the B. Sc. Nursing (Post-Basic) which requires only three years for graduates of a Diploma School of Nursing.) These programs are distinct less on the basis of differentiated courses during the first three years than on the level of achievement required of

the student and on his desire to devote an additional year to undergraduate study with a view to acquiring a more intensive appreciation of his chosen discipline in order to develop professional excellence and/or to prepare himself for specialized graduate work. The frequently undifferentiated aspect of the courses, as opposed to the programs, is emphasized by the facility with which students may transfer from a general to an honours program, provided only that he has attained the prerequisite level of achievement. Some course differentiation continues to occur, of course, especially in the Sciences.

The major justification for the continuation of a differentiation in the weighting of general and honours programs is the intensive demands upon the human and physical resources of the Department, the Faculty, and even the entire University made by the honours student in his final year. Although the operating weights are not based on actual costs, different weights for different programs are intended to be reflective of cost differentiation. Such cost differentiation is more pronounced between Arts and Science than it is between general and honours within the same Faculty at the same year level. Consideration might well be given to a plan whereby differentiation of weights between honours and general students within a Faculty would be abolished and whereby the differentiation between Faculties would be maintained. Table I suggests one possibility for such a weighting scheme.

<u>Faculty</u>	Year 1	Year 2	Year 3	Year 4
<u>Arts</u>				
General + Honours	1	1	1	2
<u>Science</u>				
General + Honours	1.5	1.5	1.5	3
TABLE I				

- (ii) University comment on the effects of the adoption of a single weight for Arts and Science students for operating grant purposes

As stated in 1 (c) (i) above, Lakehead University believes that there is greater logic in adopting a single weight for general and honours programs by year level within each Faculty than a single weight for Arts and Science. This is due, in part, to the demonstrably greater cost involved in educating Science students.

- (d) Health Science programs

- (i) Enrolment (undergraduate and graduate) in each health science program, year by year, for 1969/70 (actual), 1970/71 (estimated) and 1971/72 to 1975/76 (forecast) - as per Form F

(See Appendix B, page B-22)

Note: For the purposes of this report we have not included our Bachelor of Physical and Health Education program in Health Sciences.

- (ii) University comment on the relationship of forecast enrolment to Provincial need for Health Sciences personnel

Statistics on the Provincial need for nursing personnel with advanced education are inadequate to allow meaningful comment on the relationship between that need and the projected enrolment in the B.Sc.N. program at Lakehead University. However, the Ontario Department of Health and the Ontario Council of Health both appear to accept the need for the university-level training for a larger proportion of the Province's nursing personnel.

(ii) (cont'd)

University comment on the possibility of expanding enrolment in each Health Sciences program with staff and facilities now on hand or included in current forecast

Staff and facilities now on hand or included in the current forecast are sufficient for a total full-time enrolment of 125 students. This allows for a very modest increase from the present enrolment of 115 student nurses. Further expansion of the B. Sc. N. program is severely limited by the restricted clinical facilities available for practical experience in the Thunder Bay area, and by the necessity to coordinate the scheduling of the use of these facilities with the Lakehead Regional School of Nursing.

(iii) Total operating costs of each health sciences program, for 1969/70 (actual), 1970/71 (estimated) and 1971/72 to 1975/76 (forecast) and University comment as to sources of required funds to meet such costs - as per Form G

(See Appendix B, page B-23)

(iv) Outline of capital costs of University projects in the Health Sciences developed during the past five years and/or contemplated for the next five years. Identify each project and indicate the scale and unit cost (per n. a. s. f.), actual or estimated, for that project

There have been no extraordinary capital costs generated by University projects in the Health Sciences developed during the past five years, nor are any contemplated at this time for the B. Sc. N. program at Lakehead University (see also 1 (d) (v) below).

(v) Outline of uses of Health Sciences facilities for University programs other than Health Sciences programs

Specialized space for Health Science programs at Lakehead University is confined to two rooms assigned to the University's School of Nursing. Approximately one thousand net assignable square feet in area, these rooms are designated as Laboratory Demonstration and Reading rooms. There is no non-Nursing utilization of these areas. Rather, the School of Nursing utilizes general University teaching and specialized space.

2 FACTORS AFFECTING LEVELS OF UNIVERSITY SUPPORT

(a) Detailed presentation of types and sizes of classes

(i) Summary of data submitted for C. P. U. O. survey - as per Form H

(See Appendix B, page B-24)

(ii) Outline of new approaches to teaching and learning being considered by the University and the possible effects of such on class size and operating costs

New approaches to teaching and learning are motivated by a sincere desire to improve the quality of the educational process and/or by the relentless pressures of financial restraint. Prompted by these pressures in the past, Lakehead University has entered into technological experiments which have occasionally not proven to be of sufficient advantage to warrant the increased expenditure. Many of the so-called new methods are but adaptations of known techniques using more sophisticated mechanical and electrical tools. The academic "cost" of these devices can often be the loss of the subtle benefits which derive from the fast interplay of intellects. Personal contact remains the most effective approach for the student and the teacher.

Recent developments in the approach to teaching at this University are far more concerned with the qualitative aspect of the learning experience than with the purely quantitative. More and smaller tutorial and seminar groups, increased field-work, an emphasis on short-term projects rather than formal exercises in laboratory courses, and an attempt to curtail the practice of having upper-years honours students conduct first and second-year seminars are a few of the developments which have increased working loads and costs.

This year the Faculty of Arts sponsored a two-day seminar designed especially for the beginning professor. The objective of the seminar was to assist in developing the potential of the professor as a more effective teacher of undergraduate students. By optimizing the effectiveness of the new teacher, such a venture encouraged a more efficient utilization of time and resources.

(iii) Comments on possible effects of educational technology on class patterns at the University

Experience at this University and elsewhere has shown that educational technology cannot effectively supplant the more traditional approaches to the learning process. The true purpose of technical aids is supplemental. The use of language laboratories, audio-visual aids and television have not had any appreciable effect on class patterns. Our experience with using television as the primary medium for a full course indicates that the costs, both direct and indirect, of this mode of teaching are greater than those incurred by a more standard approach. We do not foresee any significant alteration of class patterns in the near future as a result of educational technology.

The introduction of programmed individual study utilizing computerized audio-visual facilities sometime in the next decade could alter class patterns to the extent that formal lectures might even disappear in time. Concomitantly, however, the necessity for seminars would expand. Whether increased reliance on educational technology will result in reduced per-student costs is problematical, given the considerable capital outlay required initially and the high on-going operational costs.

(b) Resource Allocation - University Operating Funds

- (i) Budget allocations for major salary and non-salary categories for the years 1969/70 (actual) 1970/71 (estimated) and 1971/72 (projected) as per Form I

(See Appendix B, page B-29)

- (ii) University comments on adequacy of patterns indicated in (i)

To date, the University budget for 1971/72 has not been developed sufficiently with respect to detailed individual expenditures to be meaningfully included on Form CUA-70-I or to be the subject of reasonable comment concerning the patterns of expenditure or the adequacy thereof. The following comments refer, therefore, to the actual expenditures for 1969/70 and the budgeted expenditures for 1970/71.

Total Operating Expenditures:

The normal pattern for a university would be for the cost per unit of weighted enrolment to increase from year to year. In our case, however, the operating expenditure per unit of weighted enrolment decreased approximately one per cent. This adjustment of total expenditures was the result of a reduction in our emerging grant which was not adequately offset by a significant increase in either our weighted enrolment or in the value of the Basic Income Unit.

Academic Salaries and Fringe Benefits:

Expenditures for academic salaries and fringe benefits have increased from 44.6% of total operating costs in 1969/70 to 48.5% in 1970/71. This results from the necessity to maintain minimum salary levels consistent with those of other Ontario universities in order to attract qualified faculty and from an attempt to improve

the staff/student ratio. The F. T. E. Staff/F. T. E. Student ratio of 1:14.8 in 1969/70 was improved in 1970/71 to 1:14.4 through an increase of twenty-seven F. T. E. faculty. It should be noted that the average Provincial ratio for the fourteen universities was 1:12 in 1969/70. Lakehead University has been prevented from approaching this Provincial norm more closely as a result of the factors detailed above.

Furniture and Equipment:

The restraints placed upon the University by the Interim Capital Formula impose additional pressures on operating resources for equipping and furnishing capital facilities. It should be noted, however, that the cost of these items per unit of weighted enrolment has been reduced in the current year by approximately sixty per cent.

Library:

A significant factor in the emergence of any university is the necessity to build a library which meets acceptable academic standards. This University has made every attempt to achieve this goal, but severe financial restrictions and the reduction of the emergent grant relative to the increase in weighted enrolment have necessitated a reduction in the library budget from 9.3% to 8.8% of the total University budget in the current year. Although this 8.8% figure is a higher percentage than is achieved by most other Canadian universities, it is not sufficient for an emerging library.

Plant Maintenance:

Total expenditures for plant maintenance per unit of weighted enrolment have been reduced for the current year. In 1969/70 these costs were 15.5% of the total University budget, while in 1970/71 they will be 14.9%. Plant costs in this University are somewhat higher than in other institutions for two primary reasons: (a) the necessity in an emergent situation to block build and therefore to maintain and service all premises regardless of patterns of occupancy; and (b) the higher heating costs associated with this region of the Province.

Remainder:

The primary consideration in the University's policy for the distribution of its limited operating resources is to fund direct academic and library costs to the maximum extent possible. Of secondary importance is the necessity to maintain the physical facilities to prevent deterioration and the consequent need for repairs and renovations. The above policy has resulted in a low cost per unit of enrolment for administrative salaries and wages. In recent years, however, the demands placed upon administrative resources by external bodies alone (this Brief being a prime example), with their constantly escalating requirements for reports, etc., have seriously affected all universities. Since the types of records which must be maintained and the analyses and reports which must be generated are the same regardless of the size of the institution, it is obvious that the drain upon the resources of a small university is exceptionally critical.

- (iii) Outline of sources of revenue and expenditures for ancillary operations for the years 1969/70 (actual) 1970/71 (estimated) and 1971/72 (forecast) - as per Form J

(See Appendix B, page B-31)

(c) Effects of the academic marketplace

- (i) University comments on general conditions in finding qualified faculty members

There appears to be a reasonable availability of recent doctorates for junior appointments in all Faculties. There are, however, three types of qualified faculty members which are difficult for this University to attract. Experienced senior faculty are frequently reluctant to join a small and remote developing university where library and research resources and graduate

programs are limited. The University has also encountered considerable difficulty in attracting qualified Canadian faculty members in most disciplines. In the Faculty of Science advertisements for faculty openings have often failed to attract a single Canadian application. Alternatively, the calibre of Canadian applicants has been surpassed by that of non-Canadians.

Securing qualified faculty members for the Faculty of Education has proven to be a major difficulty. The primary reason is the higher-than-average levels of remuneration required to attract Education professors. The Faculty of Education must compete with the Ontario Department of Education and the individual school boards for the same qualified specialists. The O. D. E. currently offers \$17,118 starting salary for Program Consultants to the same people that the Faculty is trying to recruit. Even then, the teachers employed as Program Consultants are not required to possess the academic qualifications or research skills which a university professor is expected to have.

- (ii) Detailed outline of sources of new faculty appointed during the period 15th September, 1969, to 15th September, 1970, including citizenship status and country of first and last degree - as per Form K

(See Appendix B, page B-32)

- (d) Operating and capital support

University comments on policy of maintaining differentiation between operating and capital assistance

The inter-dependence of operating and capital programs is such that the problem of financing each cannot be dealt with in isolation. The complete separation at the present time

of the operating and capital assistance formulae is consequently a matter which requires careful consideration. However, this University believes that such consideration would be premature until a final approved capital formula is developed and has undergone extensive testing in the provincial system. The final capital formula might very well make adequate provision for such items as alterations and refurnishing, which too frequently at present are a drain upon operating resources, and thereby alter in part those conditions which recommend changes to the current policy.

3 FUTURE PLANNING

(a) Updating of five year forecast (as submitted in the fall of 1969)

(i) Undergraduate enrolment forecast for each year to 1975/76 - as per Form L

(See Appendix B, page B-34)

(ii) Outline of changes in proposed developments since previous forecast, with documentation as to reasons for such changes, and new developments contemplated for 1975/76

The following factors account for the changes in the current five year enrolment forecast as compared to the forecast previously submitted.

- a) There has been a normal updating of enrolment projections in light of the actual enrolments for 1969/70 and 1970/71.
- b) The estimate for 'Full-Time ' Freshman Intake' ' reported on the Long-Term Selected Enrolment Data in the 1969 Brief to the Committee on University Affairs incorrectly included enrolment estimates for first-year Diploma programs.
- c) The updated forecast takes account of a slower growth rate than previously expected in the first - year enrolments in Arts and Science. This slower growth rate is reflective of the slow population growth pattern in Northwestern and Northern Ontario.
- d) A more rapid growth rate is expected in professionally-oriented programs, where restrictions will be imposed by limited staff and physical resources.

- e) Due to the newness of the concurrent programs in the Faculty of Education and the resultant uncertainty as to the registration patterns to be expected, there was some double-counting of students in these programs and in the Faculties of Arts and Science on the UA3 form submitted in the fall of 1969.

The following are explanatory notes for the interpretation of Form CUA-70-L :

CUA-70-L (1) represents total University enrolment including the Faculty of Education. Form CUA-70-L (2) a represents enrolment in University programs excluding Faculty of Education while CUA-70-L (2) b includes that component of Education enrolment eligible for formula grant support. CUA-70-L (3) represents Faculty of Education enrolment only. The "freshman intake" figures on each form represent students coming into university degree level programs and therefore include students coming from Grade XIII to the two-year Diploma program in Education or the second year of Diploma programs in the University Schools. These Diploma students are included since they represent "freshman equivalents" in terms of admission requirements for Degree programs.

Note: Enrolment estimates for the proposed new programs are not included in the forecast presented in Form CUA-70-L. These estimates are contained in sections 3 (c) (i) and (ii) below.

- (b) Capital requirements - as per interim capital reporting Schedules (Forms M - 1 to 5)

(See Appendix B, page B-38)

(c) Brief descriptive outline of proposed new programs

(i) For 1971/72

Bachelor of Science in Forestry - 3rd and 4th year levels
Bachelor of Applied Science - 3rd and 4th year levels
Bachelor of Science in Liberal Science
Graduate Diploma in Economic Development

(Descriptive outlines and required data relative to the above proposed new programs may be found in Appendix C.)

(ii) For 1972/73

Although the University is not prepared at this time to present to the Committee on University Affairs for review the outline of any new programs for the academic year 1972/73, it does wish to inform the Committee that the following programs are in the planning stages:

Bachelor of Library Technology
Bachelor of Science in Environmental and Pollution Science

(d) Outline of programs and/or courses to be dropped or reorganized in 1971/72 and 1972/73

Programs and courses are being reviewed continuously by the Department and Faculty concerned and by the Senate in order to ensure academic standards in light of economic considerations. At this time, however, it is not anticipated that any program will be discontinued in the period in question. In the current year the University has discontinued the first year of the Ryerson Architectural Technology program in an effort to rationalize the course and program offerings available here and at the local community college.

(e) University views on effects on future planning of:

(i) Capital formula standards as now applied

The concept of a capital formula for the equitable distribution of available funds among the individual institutions which comprise the Ontario university system is one which has the full endorsement of this University. Of major significance is the capacity provided for long-term facilities planning. The development of a final capital formula, which is being considered jointly by the Committee on University Affairs and the Committee of Presidents of Universities of Ontario, should prove to be of even greater assistance to rational university planning if it is more closely related to actual needs and costs.

The weighting scheme, the space allowed per weighted student, and the unit cost currently allowed are elements of the present formula which should be re-examined even prior to the development of a final capital formula. The provision of \$55.00 per net assignable square foot to cover the costs of planning, constructing and equipping a building was probably low when the interim capital formula was introduced in 1968. No one would attempt to argue that it is sufficient today.

Lakehead University is also concerned about the unclear manner in which the formula standards are being applied. Adequate capital entitlement and a reasonable unit cost do not, as the formula appears to suggest, necessarily provide the requisite funding for a project. The \$55.00 per n. a. s. f. unit cost appears to be less an average than a maximum guideline. Recent experience, whereby the capital projects of this University were frozen on the recommendation of a body other than the Committee on University Affairs or the Department of University Affairs, further suggests that the present formula contains no assurance that any university with entitlement and demonstrated needs will be dealt with according to the terms of the formula itself.

(ii) Changing secondary school patterns

Due to the changing secondary school curriculum patterns it is anticipated that students will enter university with academic backgrounds which are far less standard than they have been in the past. There will be more specialization at the secondary school level and, in some disciplines, this may be deemed equivalent to the present first year level. Consequently, the first year university curriculum and program curriculum will need to anticipate the needs of different students at different levels of proficiency in individual disciplines.

(iii) Enrolment intake from other than secondary schools

It has been our experience that there have not been large numbers of students entering the University from a community college background. Whether this particular pattern continues in the future is rather questionable at this time. It is felt that the students from community colleges who wish to take courses from the University will probably do so primarily through part-time studies after they have secured employment, although community college graduates might very well be attracted into the proposed 3rd year of a full Engineering Degree program. It is noteworthy that the greatest enrolment intake from other than secondary schools is the mature applicant or adult student. A very high percentage of these students attend full time. There are a limited number of students who apply from American junior colleges. These applicants normally complete grade XII in the United States, enrol in a junior college and after completion of a minimum of thirty semester hours, transfer to first year of an Ontario University.

(iv) Changing student preference

Experience in recent years suggests that there is a slight but noticeable trend towards specialized rather than general academic programs. An increasing number of students are following honours programs in both the Faculties of Arts and Science, while enrolments in professional and career - oriented programs continue to rise.

In the current year, a decline in first-year Arts enrolment is accounted for by enrolment in the University's concurrent programs in primary and secondary teacher education. First-year Science enrolment has increased by 50% over 1969/70, in which year there was an inexplicable decline in enrolment as compared to the previous year. Marked increases in first-year enrolments also occurred in Forestry Degree (25%) and Library Technology Diploma (65%).

(v) Changing patterns of job opportunities

The present state of the economy has had the effect of decreasing the demand for graduates in many areas. General Arts graduates, for instance, are experiencing increasing difficulty in securing positions. Recruiters for the civil service and major industries are more and more frequently requesting to see only those students with very specific qualifications. In the Sciences there are fewer openings for basic research workers in universities, industry or government. Present opportunities are more in sales, technical service, operations, and, with additional academic preparation, in primary and secondary education.

Anyone who would predict in which direction the economy will next move and how this will affect the demand for university graduates would be more than a little foolhardy. Universities cannot responsibly respond to such trends by curtailing enrolment or by immediately altering the structure of their programs. They can, however, seek to counsel students concerning the present situation and probable future conditions, and to prepare the students adequately by offering programs of sufficient flexibility without sacrificing the fundamentals of the particular discipline.

- (f) University comments on possible effects of increasing demand of student assistance from the limited total resources available for the support of higher education

- (i) How can the relative priorities be decided?

The right of the individual to have available to him the opportunity of higher education, provided only that he has the ability to benefit thereby, has been generally accepted in our society. The Provincial government has provided vast amounts of financial assistance toward the provision of facilities, human and other resources, and support for those students whose financial status is such that attendance at university would otherwise be prohibited.

If, however, the increasing demand of student assistance is met by decreasing the resources available for direct academic needs, the quality of the educational opportunity is demeaned. The priorities of support for the university system on the one hand and the individual student on the other cannot be an "either/or" proposition. If society is adamant in its resolve that intellectual ability and not personal finances shall determine eligibility to a university education, then it must be prepared to fund the individual and the university concomitantly.

If the total funds available to the Province for grants to universities and to individual students is limited, and if there are justifiable demands for increased student support, then an increasing proportion of the latter support might have to be provided in the form of repayable loans.

- (ii) Are current patterns of private vs. public sources of support for higher education appropriate?

There are only two primary private sources of support for higher education - student fees and individual and corporate gifts. Given the present operating grants formula and its formula fee provision, the opportunity for a university to change its income by altering its fee structure is minimal.

The public, for its part, misunderstands the method of financing universities and mistakenly believes, largely as a result of Government claims, that there remains no need for private financing.

If universities are to attract private support, the present situation will have to be clarified by the Government. The availability of financial resources from the private sector does not, however, lessen the responsibility of the Government, as the representative of society, to provide adequate facilities and resources for educational opportunity. A university cannot rely upon private donations, which are largely determined by the fluctuating state of the economy, in the performance of its responsibilities to its students and to society. Private funding should rather be utilized for special requirements which allow a university to go beyond what is merely adequate and to approach what is excellent.

(g) Student housing

(i) What will be the University's requirements in student housing during the next five years?

<u>Year</u>	<u>Full-time Enrolment</u>	<u>Residence Requirement</u>	<u>% F. T. Enrolment in residence</u>
1969/70	2363	440	18.6
1970/71	2968	570	19.2
1971/72	3257	650	20.0
1972/73	3456	690	20.0
1973/74	3603	720	20.0
1974/75	3749	750	20.0
1975/76	3902	780	20.0

Residence places currently available = 598.
One hundred beds will be added in 1972 and
a further one hundred beds in 1975.

(ii) How has this need been determined?

Past experience with applications to the University Residences and to the student-run Off-Campus Housing Bureau indicate that, with our present mix of local vs. regional and extra-regional enrolment, approximately twenty per cent of the students at Lakehead University require residence accommodation on campus. Since the enrolment rate of growth exceeds that of the local community and therefore the ability of the community to offer accommodation to students, a twenty per cent demand is considered to be a minimum.

The projected requirement for University Residence accommodation does not provide for facilities for married students nor for the additional enrolment which will be generated by proposed new programs. These factors will be considered at greater length in the further studies which are being conducted by the University.

(iii) What will be the effects on the University's development if funds are not available to permit housing projects of the indicated scale?

Given the restriction on alternate accommodation due to the housing situation in Thunder Bay, any curtailment of the moneys available for new residence projects would have the direct result of reducing projected enrolments to an almost steady-state level.

4 OTHER MATTERS

(a) Mission oriented research

Outline of the University's involvement in this area of activity

In a letter to the President of Lakehead University from the Secretary of the Committee on University Affairs, dated 10 July 1970, "mission-oriented research" was defined as "work in which the sponsoring agency and its specific concerns provide direction", and was to encompass "primarily, research work undertaken by the University not supported by any of the large granting agencies such as NRC, MRC and the Canada Council".

Based on the above guidelines, approximately \$56,000, which was approximately 23% of total research grants received in 1969/70, was devoted to mission-oriented research. Faculty members in the following seven Departments or Schools participated in such research activity: Anthropology, Business Administration, Chemistry, Forestry, Geography, Geology, and Psychology. Of the funds received for mission-oriented research, 42.5% came from Departments of the Federal Government, 11.2% from Departments of the Provincial Government, and 46.3% from other sources.

(b) Outline of the University's policy on the obligations of individual faculty members

The following are excerpts from the Lakehead University Faculty Handbook (July 1, 1970):

- The term "contract year" is defined as follows:
 - 1) for ordinary new appointments, a twelve month period commencing on July 1st and terminating on June 30th of the following year
 - 2) for appointments of longer than six but less than twelve months in any one period commencing after July 1st, the period up to and including June 30th of the following year.

- Faculty are expected to be on campus by September 1st and should not leave for the summer until after May 31st and the completion of all their obligations arising from the work of the academic year. Faculty who must leave early shall obtain the written permission of the appropriate Dean through the Chairman of the Department. During the summer months they are expected to pursue academic interest and to leave an effective forwarding address.
- Faculty members who wish to undertake subsidiary or consulting work for remuneration during the fall or winter term, shall consult the appropriate Dean and shall obtain the written permission of the President.
- Because of its nature and professional traditions, academic work cannot be precisely measured by the hour. The workload of the faculty member shall be adjusted to meet the needs of the Department, the Faculty and the University. Such needs may include committee assignments and other administrative duties as determined.
- However, no faculty member shall be required to teach more than one course beginning after 5 p.m. nor shall a faculty member be required to accept off-campus teaching assignments, although free to do so if he wishes. Whenever possible, evening teaching and off-campus teaching shall form part of a faculty member's regular assignment.
- The setting and marking of regular and supplemental examinations, term essays and laboratory work, the invigilation of examinations and the prompt reporting of grades are a responsibility of each faculty member. Special examinations may be given only by permission of the instructor concerned and he shall be separately recompensed. Faculty members are responsible for supplemental examinations, the reporting of marks, etc., in their courses up to one year from the termination of the contract year.

- (c) Other matters - to be outlined at the discretion of the University

The other matters which Lakehead University wishes to discuss with the Committee on University Affairs have been dealt with in the first section of this Brief.

APPENDIX B

Data Requested by the Committee on University Affairs

<u>Form Number</u>	<u>Form Description</u>	<u>Page Number</u>
UA 4	<u>New Program Information</u> (Entire University)	B-1
UA 4	<u>New Program Information</u> (Faculty of Education)	B-1 (a)
CUA-70-A	<u>Graduate Enrolment Data</u> (Discipline and Citizenship)	B-2
CUA-70-B	<u>Graduate Enrolment Data</u> (Citizenship)	B-6
CUA-70-C	<u>Graduate Enrolment Data</u> (Degrees Awarded)	B-10
CUA-70-D	<u>Graduate Enrolment Data</u> (Projected Enrolment)	B-12
CUA-70-E (1)	<u>Graduate Enrolment Data</u> (Financial Support)	B-16
CUA-70-E (2)	<u>Graduate Enrolment Data</u> (Financial Support)	B-19
CUA-70-F	<u>Health Sciences Programs</u> (Enrolment)	B-22
CUA-70-G	<u>Health Sciences Programs</u> (Financing)	B-23
CUA-70-H	<u>Class Size Survey</u> (Summary)	B-24
CUA-70-I	<u>Financing of Operations</u> (Statement)	B-29

APPENDIX B

(Continued)

<u>Form Number</u>	<u>Form Description</u>	<u>Page Number</u>
CUA-70-J	<u>Ancillary Operations</u> (Revenue & Expenditures)	B-31
CUA-70-K	<u>New Faculty Appointments</u> (Citizenship)	B-32
CUA-70-L	<u>Enrolment Data</u> (Long-Term)	B-34
CUA-70-M (1)	<u>Capital Cash Flow</u> (Formula)	B-38
CUA-70-M (2)	<u>Capital Cash Flow</u> (Formula)	B-39
CUA-70-M (3)	<u>Capital Cash Flow</u> (Non-Formula)	B-40
CUA-70-M (4)	<u>Proposed Capital Cash Flow</u> (Formula)	B-41
CUA-70-M (5)	<u>Proposed Capital Cash Flow</u> (Non-Formula)	B-42
CUA-70-N	<u>Weighted Enrolment</u> (Capital)	B-43

UNIVERSITY LAKEHEAD

TITLE OF PROGRAM Entire University (excluding Faculty of Education and all programs of Professional Teacher Education).

INDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED _____

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)
1971-72 1972/73 1973/74 1974/75 1975/76

	INITIAL EXPENSES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
ESTIMATED ENROLMENT AND STAFF		75	90	107	120	134
GRADUATE ENROLMENT						
UNDERGRADUATE ENROLMENT		2,911	3,097	3,253	3,409	3,573
WEIGHTED ENROLMENT		4,498	4,801	5,051	5,319	5,587
STAFF FOR NEW PROGRAM		204	218	229	242	255

ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$	\$
ACADEMIC SALARIES		3,775	4,000	4,185	4,400	4,615
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)		2,085	2,140	2,175	2,225	2,275
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)		2,540	2,635	2,685	2,750	2,825
	\$	\$	\$	\$	\$	\$
TOTAL ESTIMATED EXPENSE		8,400	8,775	9,045	9,375	9,715

ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$	\$
ACADEMIC FEES		1,760	1,865	1,951	2,035	2,123
GRANT GENERATED BY FORMULA		5,822	6,222	6,551	6,914	7,273
		20	20	20	20	20
OTHER OPERATING INCOME	\$	\$	\$	\$	\$	\$
		7,602	8,107	8,522	8,969	9,416
TOTAL ESTIMATED INCOME						

EXCESS OF EXPENSE OVER INCOME

\$	\$	\$	\$	\$	\$
	798	668	523	406	299

ESTIMATED CAPITAL COST INVOLVED

	\$	\$	\$	\$	\$	\$
LAND AND BUILDING		3,170	200	50	175	400
		100	500	50	75	
FURNISHINGS AND FIXTURES		1,000	300	25	75	200
		1,133	607	650	700	
EQUIPMENT						
OTHER						
	\$	\$	\$	\$	\$	\$
TOTAL ESTIMATED CAPITAL COST		5,403	1,607	775	1,025	600

DATE November 5, 1970

SIGNATURE OF REPORTING OFFICER _____

NEW PROGRAM INFORMATION

Page B-1(a)

(SEPARATE FORMS - UA4 PAGES 4 AND 5 - MUST BE SUBMITTED FOR EACH NEW PROGRAM)

UNIVERSITY LAKEHEAD

TITLE OF PROGRAM Faculty of Education

INDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED _____

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)

	1971/72	1972/73	1973/74	1974/75	1975/76
INITIAL EXPENSES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
ESTIMATED ENROLMENT AND STAFF					
Undergraduate enrolment full-time	453	488	479	486	485
UNDERGRADUATE ENROLMENT equivalent	271	269	236	220	195
WEIGHTED ENROLMENT					
STAFF FOR NEW PROGRAM	25	25	25	25	25

ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$
ACADEMIC SALARIES		440	440	440	440
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)		250	250	250	250
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)		275	275	275	275
TOTAL ESTIMATED EXPENSE, not including practice teaching	\$	965	965	965	965

ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$
ACADEMIC FEES		138	137	120	112
GRANT GENERATED BY FORMULA					
OTHER OPERATING INCOME					
TOTAL ESTIMATED INCOME	\$	138	137	120	112

	\$	\$	\$	\$	\$
EXCESS OF EXPENSE OVER INCOME		827	828	845	853

ESTIMATED CAPITAL COST INVOLVED

		non-formula			
	\$	\$	\$	\$	\$
LAND AND BUILDING		125			
FURNISHINGS AND FIXTURES		25			
EQUIPMENT		100			
OTHER					
TOTAL ESTIMATED CAPITAL COST	\$	250			

DATE November 5, 1970

SIGNATURE OF REPORTING OFFICER _____

DISTRIBUTION OF GRADUATE STUDENTS (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA AND CITIZENSHIP

Form CUA-70-A

	Canadian	Landel. Immigrant	Foreign					Subtotal	TOTAL
			United States	United Kingdom	Europe	Asia	Africa		
	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70 70-71

AGGREGATE FIGURES

Full-time: - Master's	20	30							
- Doctoral				2		5	14	1	
- Total			6						
Part-time: - Master's	10	11	1	4					
- Doctoral									
- Total									

BREAKDOWN BY DISCIPLINE AREA

HUMANITIES (Lang. & Lit)

Full-time: - Master's	3	4							
- Doctoral				1		1			
- Total									
Part-time: - Master's	3	3							
- Doctoral									
- Total									

HUMANITIES (History, etc.)

Full-time: - Master's	1								
- Doctoral									
- Total									
Part-time: - Master's	1	1							
- Doctoral									
- Total									

SOCIAL SCIENCES (General)

Full-time: - Master's	10	21	4						
- Doctoral									
- Total									

	<u>Canadian Landed Immigrant</u>				<u>Foreign</u>				<u>Subtotal Foreign</u>	<u>P. 2 Total</u>
	<u>69-70</u>	<u>70-71</u>	<u>69-70</u>	<u>70-71</u>	<u>United States</u>	<u>United Kingdom</u>	<u>Europe</u>	<u>Asia</u>	<u>Africa</u>	<u>Other</u>
	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71

SOCIAL SCIENCES (General) (continued)

Part-time:	- Master's	3	4		1	2			3	6
	- Doctoral									4
	- Total									

SOCIAL SCIENCES (Regional, etc.)

Full-time:	- Master's									
	- Doctoral									
	- Total									
Part-time:	- Master's									
	- Doctoral									
	- Total									

PHYSICAL SCIENCES

Full-time:	- Master's	4	5		1			4	8	1	6	8	10	13
	- Doctoral													
	- Total													
Part-time:	- Master's	3	2		2	1					2	1	5	3
	- Doctoral													
	- Total													

MATHEMATICAL SCIENCES

Full-time:	- Master's	2						1	2		1	2	3	4
	- Doctoral													
	- Total													
Part-time:	- Master's			1										1
	- Doctoral													
	- Total													

ENGINEERING

Full-time:	- Master's													
	- Doctoral													
	- Total													
Part-time:	- Master's													
	- Doctoral													
	- Total													

Canadian 1969-70 70-71	Landed Immigrant 69-70 70-71	United States 69-70 70-71	United Kingdom 69-70 70-71	Foreign			Subtotal Foreign 69-70 70-71	Total P.3 69-70 70-71
				Europe 69-70 70-71	Asia 69-70 70-71	Africa 69-70 70-71		
						Other 69-70 70-71		

LIFE SCIENCES

Full-time: - Master's
- Doctoral
- Total

Part-time: - Master's
- Doctoral
- Total

HEALTH SCIENCES

Full-time: - Master's
- Doctoral
- Total

Part-time: - Master's
- Doctoral
- Total

EDUCATION

Full-time: - Master's
- Doctoral
- Total

Part-time: - Master's
- Doctoral
- Total

BUSINESS

Full-time: - Master's
- Doctoral
- Total

Part-time: - Master's
- Doctoral
- Total
(Diploma)

Canadian	Landed Immigrant	Foreign						Subtotal	Total P.
		United States	United Kingdom	Europe	Asia	Africa	Other		
1969-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71

OTHER

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's
- Doctoral
- Total

1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.
3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

DISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA AND CITIZENSHIP

GRADUATE ENROLMENT DATA

Form CUA-70-B

<u>Canadian</u>	<u>Landed Immigrant</u>	<u>Foreign</u>					<u>Subtotal Foreign</u>	<u>TOTAL</u>
		<u>United States</u>	<u>United Kingdom</u>	<u>Europe</u>	<u>Asia</u>	<u>Africa</u>		
1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71

AGGREGATE FIGURES

Full-time: - Master's
 - Doctoral
 - Total

 Part-time: - Master's
 - Doctoral
 - Total

BREAKDOWN BY DISCIPLINE AREA

HUMANITIES (Language & Literature)

Full-time: - Master's
 - Doctoral
 - Total

 Part-time: - Master's
 - Doctoral
 - Total

HUMANITIES (History, etc.)

Full-time: - Master's
 - Doctoral
 - Total

 Part-time: - Master's
 - Doctoral
 - Total

SOCIAL SCIENCES (General)

Full-time: - Master's
 - Doctoral
 - Total

27

6

4

10

1

11

44

4

1

1

5

2

2

19

4

3

1

4

27

	Canadian	Landed Immigrant	Foreign					Subtotal	Page
			United States 1970-71	United Kingdom 1970-71	Europe 1970-71	Asia 1970-71	Africa 1970-71	Other 1970-71	
1970-71	1970-71	1970-71							TOTAL

SOCIAL SCIENCES (General) (continued)

Part-time: - Master's 1
 - Doctoral
 - Total

SOCIAL SCIENCES (Regional, etc.)

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

PHYSICAL SCIENCES

Full-time: - Master's 4
 - Doctoral
 - Total

Part-time: - Master's 1
 - Doctoral
 - Total

MATHEMATICAL SCIENCES

Full-time: - Master's
 - Doctoral 2
 - Total

Part-time: - Master's 1
 - Doctoral
 - Total

ENGINEERING

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

Canadian	Landed Immigrant	Foreign					Subtotal	TOTAL	Pag
		United States 1970-71	United Kingdom 1970-71	Europe 1970-71	Asia 1970-71	Africa 1970-71	Other 1970-71		
1970-71	1970-71							1970-71	1970-71

LIFE SCIENCES

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

HEALTH SCIENCES

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

EDUCATION

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

BUSINESS

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

Canadian	Landed Immigrant	Foreign				Subtotal Foreign	TOTAL P.
		United States	United Kingdom	Europe	Asia	Africa	
1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71	1970-71

OTHER

Full-time:

- Master's
- Doctoral
- Total

Part-time:

- Master's
- Doctoral
- Total

1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled "as at" December 1st of each year.
3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
An updated report incorporating December 1st actuals is required by no later than January 1st, 1971.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).
5. "New registered" graduate students are those enrolled in their program for the first time for the Fall Terms.

GRADUATE ENROLMENT DATA
GRADUATE DEGREES AWARDED/TO BE AWARDED BY
DISCIPLINE AREA

Form CUA-70-C

1964-65 Actual	1965-66 Actual	1966-67 Actual	1967-68 Actual	1968-69 Actual	1969-70 Actual	1970-71 Estimated	1971-72 Estimated	1972-73 Estimated	1973-74 Estimated	1974-75 Estimated	1975-76 Estimated
1			1	1	7	26	60	65	70	75	80
											2

AGGREGATE FIGURES

Master's
Doctoral

BREAKDOWN BY DISCIPLINE AREA

HUMANITIES (Language & Literature)

Master's
Doctoral

HUMANITIES (History, etc.)

Master's
Doctoral

SOCIAL SCIENCES (General)

Master's
Doctoral

SOCIAL SCIENCES (Regional, etc.)

Master's
Doctoral

PHYSICAL SCIENCES

Master's
Doctoral

MATHEMATICAL SCIENCES

Master's
Doctoral

1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Actual	Actual	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated

ENGINEERING

Master's
Doctoral

LIFE SCIENCES

Master's
Doctoral

HEALTH SCIENCES

Master's
Doctoral

EDUCATION

Master's
Doctoral

BUSINESS

Master's
Doctoral

OTHER

Master's
Doctoral

- N I L -

Notes: (1) Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

GRADUATE ENROLMENT DATA
PROJECTED GRADUATE ENROLMENT (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA

Form CUA-70-D

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
AGGREGATE FIGURES						
Full-time:						
- Master's	51	60	70	80	90	100
- Doctoral				2	5	9
- Total	<u>51</u>	<u>60</u>	<u>70</u>	<u>82</u>	<u>95</u>	<u>109</u>
Part-time:						
- Master's	11	12	15	16	18	20
- Doctoral						
- Total	<u>11</u>	<u>12</u>	<u>15</u>	<u>16</u>	<u>18</u>	<u>20</u>
BREAKDOWN BY DISCIPLINE AREA						
HUMANITIES (Language & Literature)						
Full-time:						
- Master's	5	6	7	7	8	9
- Doctoral						2
- Total	<u>5</u>	<u>6</u>	<u>7</u>	<u>7</u>	<u>8</u>	<u>11</u>
Part-time:						
- Master's	3	4	4	4	4	5
- Doctoral						
- Total	<u>3</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>5</u>
HUMANITIES (History, etc.)						
Full-time:						
- Master's						
- Doctoral						
- Total						
Part-time:						
- Master's						
- Doctoral						
- Total						
SOCIAL SCIENCES (General)						
Full-time:						
- Master's						
- Doctoral						
- Total						
Part-time:						
- Master's	1	1	2	2	2	3
- Doctoral						
- Total	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>
Full-time:						
- Master's						
- Doctoral						
- Total						
Part-time:						
- Master's						
- Doctoral						
- Total						
Full-time:						
- Master's	29	34	36	39	41	44
- Doctoral				1	2	3
- Total	<u>29</u>	<u>34</u>	<u>36</u>	<u>40</u>	<u>43</u>	<u>47</u>

		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<u>SOCIAL SCIENCES (General) (continued)</u>							
Part-time:	- Master's	4	4	5	5	5	5
	- Doctoral						
	- Total	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>SOCIAL SCIENCES (Regional, etc.)</u>							
Full-time:	- Master's						
	- Doctoral						
	- Total						
Part-time:	- Master's						
	- Doctoral						
	- Total						
<u>PHYSICAL SCIENCES</u>							
Full-time:	- Master's	13	15	18	21	24	27
	- Doctoral	<u>13</u>	<u>15</u>	<u>18</u>	<u>21</u>	<u>24</u>	<u>27</u>
	- Total						
Part-time:	- Master's	3	3	3	3	4	4
	- Doctoral	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>4</u>
	- Total						
<u>MATHEMATICAL SCIENCES</u>							
Full-time:	- Master's	4	5	7	9	11	13
	- Doctoral	<u>4</u>	<u>5</u>	<u>7</u>	<u>9</u>	<u>11</u>	<u>13</u>
	- Total						
Part-time:	- Master's	1	1	1	2	3	3
	- Doctoral	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>
	- Total						
<u>ENGINEERING</u>							
Full-time:	- Master's						
	- Doctoral						
	- Total						

Page 3

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
--	---------	---------	---------	---------	---------	---------

ENGINEERING (continued)

Part-time: - Master's
- Doctoral
- Total

LIFE SCIENCES

Full-time: - Master's
- Doctoral
- Total

Part-time: Master's
- Doctoral
- Total

HEALTH SCIENCES

Full-time: - Master's
- Doctoral
- Total

Part-time: - Master's
- Doctoral
- Total

EDUCATION

Full-time: - Master's
- Doctoral
- Total

Part-time: - Master's
- Doctoral
- Total

BUSINESS

Full-time: - Master's
- Doctoral
- Total

- N I L -

Page 4

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
--	---------	---------	---------	---------	---------	---------

BUSINESS (continued)

Part-time: - Master's
 - Doctoral
 - Total

OTHER

Full-time: - Master's
 - Doctoral
 - Total

Part-time: - Master's
 - Doctoral
 - Total

- N I L -

- Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.
3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.
4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

GRADUATE ENROLMENT DATA
 SURVEY OF ANNUAL FINANCIAL RESOURCES FOR THE
 SUPPORT OF FULL-TIME GRADUATE STUDENTS, 1969-70 ACTUAL

Form CUA-70-E Page 1 (a)

Instructions: Indicate the number of students receiving any support.
 (double-counting is anticipated).

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		P.O.S.A.P.	Not Supported under Any of Categories 1-7
	P.O.G. (1)	Other (2)	Federal Agencies (3)	Other (4)	Teaching Assistantships (5)	Other University (6)		
AGGREGATE FIGURES								
Full-time:	7	2	7	1		20	7	1
- Master's								
- Doctoral								
- Total								
BREAKDOWN BY DISCIPLINE AREA								
HUMANITIES (Language & Literature)								
Full-time:	3					3	2	
- Master's								
- Doctoral								
- Total								
HUMANITIES (History, etc.)								
Full-time:								1
- Master's								
- Doctoral								
- Total								
SOCIAL SCIENCES (General)								
Full-time:	3	1				7	4	
- Master's								
- Doctoral								
- Total								

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		Page 1 (b)	Not Supported under Any of Categories 1-7
	P.O.G	Other	Federal Agencies	Other	Teaching Assistantships	Other University	P.O.S.A.P	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<u>SOCIAL SCIENCES (Regional, etc.)</u>								
Full-time:								
- Master's								
- Doctoral								
- Total								
<u>PHYSICAL SCIENCES</u>								
Full-time:	1		7	1		8	1	
- Master's								
- Doctoral								
- Total								
<u>MATHEMATICAL SCIENCES</u>								
Full-time:		1						
- Master's								
- Doctoral								
- Total								
<u>ENGINEERING</u>								
Full-time:								
- Master's								
- Doctoral								
- Total								
<u>LIFE SCIENCES</u>								
Full-time:								
- Master's								
- Doctoral								
- Total								
<u>HEALTH SCIENCES</u>								
Full-time:								
- Master's								
- Doctoral								
- Total								

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		Page 1 (c) P.O.S.A.P.	Not Supported under Any of Categories 1-7
	P.O.G. (1)	Other (2)	Federal Agencies (3)	Other (4)	Teaching Assistantships (5)	Other University (6)		
<u>EDUCATION</u>							(7)	(8)

Full-time:

- Master's
- Doctoral
- Total

BUSINESS

Full-time:

- Master's
- Doctoral
- Total

OTHER

Full-time:

- Master's
- Doctoral
- Total

- Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.
3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).
4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.

GRADUATE ENROLMENT DATA
SURVEY OF ANNUAL FINANCIAL RESOURCES FOR THE
SUPPORT OF FULL-TIME GRADUATE STUDENTS 1969-70 ACTUAL

DISCIPLINE AREA		NUMBER OF STUDENTS BY LEVEL OF SUPPORT									
		NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	TOTAL	
AGGREGATE FIGURES											
Full-time:	- Master's	1		7	6	2	9	3		28	
	- Doctoral										
	- Total										
BREAKDOWN BY DISCIPLINE AREA											
HUMANITIES (Language & Literature)											
Full-time:	- Master's	1			2		1	1		5	
	- Doctoral										
	- Total										
HUMANITIES (History, etc.)											
Full-time:	- Master's										
	- Doctoral										
	- Total										
SOCIAL SCIENCES (General)											
Full-time:	- Master's			4	2	1	1	2		10	
	- Doctoral										
	- Total										
SOCIAL SCIENCES (Regional, etc.)											
Full-time:	- Master's										
	- Doctoral										
	- Total										

Page 8

DISCIPLINE AREA	NUMBER OF STUDENTS BY LEVEL OF SUPPORT								Page 2 (b)
	NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	TOTAL
PHYSICAL SCIENCES									
Full-time:			2		1				10
- Master's									
- Doctoral									
- Total									
MATHEMATICAL SCIENCES									
Full-time:			1	2					3
- Master's									
- Doctoral									
- Total									
ENGINEERING									
Full-time:									
- Master's									
- Doctoral									
- Total									
LIFE SCIENCES									
Full-time:									
- Master's									
- Doctoral									
- Total									
HEALTH SCIENCES									
Full-time:									
- Master's									
- Doctoral									
- Total									
EDUCATION									
Full-time:									
- Master's									
- Doctoral									
- Total									
BUSINESS									
Full-time:									
- Master's									
- Doctoral									
- Total									

Page B-20

	NUMBER OF STUDENTS BY LEVEL OF SUPPORT						Page 2 (c)	
	<u>NONE</u>	<u>\$1-500</u>	<u>\$501-1,000</u>	<u>\$1,001-2,000</u>	<u>\$2,001-3,000</u>	<u>\$3,001-4,000</u>	<u>\$4,001-5,000</u>	<u>\$5,001+</u>

OTHER

Full-time: - Master's
 - Doctoral
 - Total

- Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).
2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.
3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).
4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.
5. Total students reported should be identical with those reported on Form CUA-70-A.

Finance Branch

6/10/70

HEALTH SCIENCES PROGRAMS
LONG-TERM ENROLMENT DATA
TO 1975-76

Health Sciences Program Reported Nursing

Instructions:

1. Programs of study in the Health Sciences, are listed below:

	<u>Undergraduate</u>	<u>Graduate</u>
Dentistry	*	*
Hygiene and Public Health	*	*
Medicine	*	*
Physio and Occupational Therapy	*	*
Dental Hygiene	*	
Dip. Public Health Nursing	*	
Medical Interns	*	
Medical Residents	*	
Nursing	*	*
Pharmacy	*	*
Hospital Administration		*
Optometry	*	

2. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree programs only.

<u>1970-71</u> (Estimate)		<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
<u>42</u>	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	<u>45</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
<u>115</u>	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	<u>120</u>	<u>125</u>	<u>125</u>	<u>125</u>	<u>125</u>
<u>0</u>	(iii) Total Graduate (Fall-Term)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>115</u>	(iv) Total Full-Time Enrolment (ii plus iii)	<u>120</u>	<u>125</u>	<u>125</u>	<u>125</u>	<u>125</u>
<u>16</u>	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)	<u>20</u>	<u>25</u>	<u>30</u>	<u>30</u>	<u>30</u>
<u>131</u>	(vi) F.T.E. Enrolment (iv plus v)	<u>140</u>	<u>150</u>	<u>155</u>	<u>155</u>	<u>155</u>
<u>262</u>	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	<u>280</u>	<u>300</u>	<u>310</u>	<u>310</u>	<u>310</u>

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

As the number of students in Health Sciences at Lakehead University is low, and limited to the Nursing program, for projection of operating and capital requirements they are not considered separately, but included with the total University projections.

INSTITUTION: LAKEHEAD UNIVERSITY

☒ Program: B.Sc. Nursing

☐ Not assignable to a program

Assumed basic income unit value
Full-time equivalent students
Basic income units

REVENUE

1. Basic operating income (Operating Grants Formula)
2. Support received from O.H.S.C.
3. Other Provincial operating grants
4. Assisted/sponsored research funds
5. Trust and endowment funds
6. Fees for physicians' services
7. All other revenue (itemize by category)

Total Revenue

EXPENDITURE

- A. Financed from university's operating income:
- i Direct faculty operating expenditures -
 - (a) Academic salaries
 - (b) Other objects of expenditure
 - ii Library and computing centre expenditures
 - iii General university overhead
- Total

- B. Financed from funds other than university's operating income:
- i Direct faculty operating expenditures -
 - (a) Academic salaries
 - (b) Other objects of expenditure
 - ii Assisted/sponsored research
 - iii Other applications of special funds (itemize)
- Total

Total Expenditure

NOTE: The Nursing Degree Program at Lakehead University is financed in a consistent manner with other degree programs and does not generate other than formula support. Budgets of individual departments are not subject to public review.

FINANCING OF HEALTH SCIENCES PROGRAMS

FORM CUA-70-G

☐ Teaching service re students not enrolled in Health Sciences programs (net)

☐ Consolidation of Health Sciences revenues and expenditures

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
	\$1,550	\$1,650	\$1,730	\$1,730	\$1,730	\$1,730	\$1,730

NOTES FOR THE INTERPRETATION OF FORM CUA-70-H

1. Page B-25 is a summary sheet for all on-campus undergraduate classes at Lakehead University during the academic year 1969/70, fall session.
2. The column "Total Student Contact Hours per Week" on Page B-25 contains two figures in each box - the upper figure being freshman contact hours, the lower being upper-years contact hours.
3. The figure "1703" for Student Contact Hours in the Applied Social Sciences (Page B-25) includes 195 contact hours for students enrolled in the Graduate Diploma in Business Administration program, whose classes are taken with third-year Commerce students.
4. The "Total F.T.E. Enrolment Fall Term" excludes Off-Campus enrolment.
5. Page B-26 is a summary sheet for first-year Diploma students only (O level), who have been included in the total on Page B-25.
6. Page B-27 is a summary sheet for second-year Diploma students, who have been included in the "freshman" contact hours shown on Page B-25.
7. Page B-28 is a summary sheet for graduate students.

☒ YEARS 1-6 Undergraduate
☐ Year 7 Graduate

SUMMARY OF CLASS SIZE SURVEY DATA FOR
 1969 REPORTED TO THE COMMITTEE OF PRESIDENTS
 FREQUENCY DISTRIBUTION OF CLASS SECTIONS

FORM CUA-70-H

UNIVERSITY LAKEHEAD

SECTION SIZE	FREQUENCY DISTRIBUTION OF CLASS SECTIONS																					TOTAL STUDENT CONTACT HOURS PER WEEK			TOTAL P.T.E. ENROLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEEK PER STUDENT		
	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			AVERAGE SECTION SIZE (4)	LE	LA	TU
	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU							
PURE HUMANITIES	10			24			32			17		6		15		5							55				5,421	
		1			2		13																17				3,011	
APPLIED HUMANITIES							2																16				176	
							2																16				-	
PURE SOCIAL SCIENCES	6			23			22			38		2		34		13							35				7,800	
			1		1	8		6								2							48				7,996	
APPLIED SOCIAL SCIENCES							2			16				4									36				1,383	
																							44				1,703	
PURE BIOLOGICAL SCIENCES	2			1			2			2		4		5		2							43				1,740	
		2		1			3							10									44				1,539	
APPLIED BIOLOGICAL SCIENCES							8			5				6									22				1,019	
					6			5			4			1									16				1,409	
PURE PHYSICAL SCIENCES	7			15			11			9		28		10		5							39				4,918	
		6			4		13						4										19				3,547	
APPLIED PHYSICAL SCIENCES				1			12			4		5		3									26				2,031	
							9							4									25				231	
TOTAL	25			64			91			91		51		71		25						335				24,488		
		9		14			51			51		22		22													19,436	
		7				11		61			11		2														5,486	
NOTES AND INSTRUCTIONS:																												

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate. (From Page B-26)
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

IMPORTANT

The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO.

☒ YEARS 1-6 Undergraduate
☐ Year 7 Graduate

SUMMARY OF CLASS SIZE SURVEY DATA FOR
 1969 REPORTED TO THE COMMITTEE OF PRESIDENTS
 FREQUENCY DISTRIBUTION OF CLASS SECTIONS

UNIVERSITY LAKEHEAD
 FORM CUA-70-H

SECTION SIZE	SECTION TYPE DIS- CIPLINE AREA	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL P.T.E. ENROLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEEK PER STUDENT
		LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU				
PURE HUMANITIES											3		1												504				
APPLIED HUMANITIES											4	4													483				
PURE SOCIAL SCIENCES											2		1												608				
APPLIED SOCIAL SCIENCES											5	2		1											510				
PURE BIOLOGICAL SCIENCES																	2								1,150				
APPLIED BIOLOGICAL SCIENCES													3												1,056				
PURE PHYSICAL SCIENCES											6	2													127				
APPLIED PHYSICAL SCIENCES					4						2		4												1,048				
TOTAL					4						22	16		9	5		3								5,486	(Total transferred to Page B-25)			

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

IMPORTANT The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO.

T2

☐ YEARS 1-6 Undergraduate
☐ Year 7 Graduate

**SUMMARY OF CLASS SIZE SURVEY DATA FOR
1969 REPORTED TO THE COMMITTEE OF PRESIDENTS
FREQUENCY DISTRIBUTION OF CLASS SECTIONS**

FORM CUA-70-H

UNIVERSITY LAKEHEAD

SECTION SIZE	SECTION TYPE DIS- CIPLINE AREA	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL F.T.E. ENROLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEK PER STUDENT
		LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU				
PURE HUMANITIES																									189				
APPLIED HUMANITIES																									176				
PURE SOCIAL SCIENCES																									210				
APPLIED SOCIAL SCIENCES																									444				
PURE BIOLOGICAL SCIENCES																									---				
APPLIED BIOLOGICAL SCIENCES																									622				
PURE PHYSICAL SCIENCES																									558				
APPLIED PHYSICAL SCIENCES																									1,548				
TOTAL																									3,747				

NOTES AND INSTRUCTIONS:

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

IMPORTANT

The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO

☐ YEARS 1-6 Undergraduate
☐ Year 7 Graduate

**SUMMARY OF CLASS SIZE SURVEY DATA FOR
 1969 REPORTED TO THE COMMITTEE OF PRESIDENTS
 FREQUENCY DISTRIBUTION OF CLASS SECTIONS**

FORM CUA-70-H

UNIVERSITY

SECTION SIZE	SECTION TYPE DIS- CIPLINE AREA	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL F.T.E. ENROLMENT FALL TERM (5)	TOTAL CONTACT HOURS/ WEEK PER STUDENT
		LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU			
PURE HUMANITIES				4																					80			
APPLIED HUMANITIES																												
PURE SOCIAL SCIENCES		3																							184			
APPLIED SOCIAL SCIENCES									1																156			
PURE BIOLOGICAL SCIENCES																									56			
APPLIED BIOLOGICAL SCIENCES																												
PURE PHYSICAL SCIENCES		5																							164			
APPLIED PHYSICAL SCIENCES																												
TOTAL		13		4					1																640	42	5	

NOTES AND INSTRUCTIONS:

- Data will agree with and be based upon CPIO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- Average Section Size = Total of Course Enrollments ÷ Total Number of Sections.
- As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

IMPORTANT

The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPIO.

STATEMENT OF THE FINANCING OF OPERATIONS - Page 1

	1969-70 Actual (\$000's)	1970-71 Official Budget(7) (\$000's)	1971-72 Projected (6) (\$000's)
All gross expenditures of the University other than on Capital Account:	8,720	10,240	
<u>LESS:</u> (a) Assisted/Sponsored Research	260	310	
(b) Principal and interest payments on capital indebtedness	-	-	
(c) Student aid	32	-	
(d) Ancillary enterprises (as per Form J)	871	1,150	
(e) Costs of programs in education, if any (Note 1)	493	800	
Total exclusions	1,656	2,260	
Remainder - representing operating expenditures eligible for formula and other operating grant support (analysed on page 2)	7,064	7,980	

Sources of Financial Support for Above:

(a) Basic operating income (weighted enrol- ment * x unit value)	5,429	6,679	
(b) Other operating grants	1,454	1,193	
(c) Balance	193	78	
Deficit (surplus)	(12)	30	
Total (equal to Remainder above)	7,064	7,980	

Note 1: For 1969-70 and 1970-71 deduct amounts representing total allowable operating expenditures taken into account in arriving at grants for teacher education programs. For 1971-72 deduct amount representing 5% escalation in the budget on a per student basis.

* For 1970-71, official budget figure of weighted enrolment.

STATEMENT OF THE FINANCING OF OPERATIONS - Page 2

	1969-70 Actual	1970-71 Official Budget	1971-72 Projected
1. Enrolment of the university weighted in accordance with the Operating Grants Formula (1)			
(i) Projected (official)		4,101	
(ii) Used in official budget of the university		4,048	
(iii) Latest estimate		4,048	
(iv) Actual	3,548		
	Total Amount (\$000's)	Per unit of weight- ed Enrol- ment (\$000's)	Total Amount (\$000's)
		Per unit of weight- ed Enrol- ment (2)	Total Amount (\$000's)
			Per unit of weight- ed Enrol- ment
2. Total operating expenditures, as per Page 1(5)	7,064	1,991	7,980
Less: (i) All academic salaries (3)			
(full-time, part-time graduate assistantships and other classroom instructional salaries)	2,944	830	3,609
(ii) Fringe Benefits related to above	206	58	256
Balance, All other operating expenditures	3,914	1,103	4,115
Breakdown of all other Operating expenditures:			
1. All furniture and equipment	552	156	252
2. Library:			
-Library Acquisitions	360	101	345
-Salaries and wages of library staff	281	79	338
-Fringe benefits related to above	16	5	22
3. Plant maintenance (4)			
-Salaries and wages	607	171	740
-Fringe benefits related to above	45	13	60
-Other	445	125	390
4. Remainder:			
-Salaries and wages	666	188	841
-Fringe benefits related to above	59	17	74
-Other objects of expenditure	883	248	1,053
TOTAL (as above)	3,914	1,103	4,115

- NOTES: (1) This, of course, may be greater than the eligible number of basic income units.
(2) Basis of calculation: weighted enrolment used in official budget of the university.
(3) To include all academic administrative appointments.
(4) To include all expenses (except furniture and equipment) included under definitions 18 and 22(a) of "Instructions, Definitions and Notes Relating to the Completion of the DBS-CAUBO Report on Financial Statistics of Universities and Colleges for 1969".
(5) By way of supplementary comment, please disclose the University's policies with respect to the use it may make of "reserves" or "appropriations". The effect of such policies, and their measurable dollar impact should also be disclosed, in sufficient detail to permit a full understanding of the University's procedures towards arriving at annual operating expenditures.
(6) The completion of this column is optional.
(7) That Budget which has been adopted by the Board of Governors.

ANCILLARY OPERATIONS (1)

1969-70 Actual

Form CUA 70-J

Total for All Ancillary Enterprises

	Dining Hall	Bookstore	Athletics	Health Services	Residence	Music
	11	-	50	12	460	-
	-	260	-	-	8	-
	-	-	-	-	-	-
	11	260	50	12	468	-
	11	260	134	12	422	2
	-	-	-	-	-	-
	11	260	134	12	422	2
	-	-	(84)	-	46	(2)
	-	-	-	-	30	-
	-	-	(84)	-	16	(2)
	-	-	-	-	-	-
	-	-	(84)	-	16	(2)

NAME OF ANCILLARY ENTERPRISE

SOURCES OF DIRECT REVENUE

1. Fee or membership revenue.
2. Direct charges for goods or services.
3. Other.

TOTAL DIRECT REVENUE

DIRECT COSTS

1. Costs directly attributable to the enterprise.
2. Costs shared with other ancillary enterprise(s).

TOTAL DIRECT COSTS

EXCESS (shortfall) of Direct Revenue over Direct Costs

INDIRECT (Overhead or Joint) Costs
 - "as ordinarily budgeted but excluding transfers as dealt with below:

EXCESS (shortfall)

NET EFFECT OF TRANSFERS "(To)" and "From" "Appropriations" and "Reserves".

REPORTED OR BUDGETED EXCESS OR (SHORTFALL) ON ANCILLARY ENTERPRISE.

1969-70 Actual	1970-71 Budget	1971-72 Projected
533	724	
268	308	
801	1,032	
841	1,100	
-		
841	1,100	
40	(68)	
30	50	
(70)	(118)	
-	-	
(70)	(118)	

(1) Those enterprises that are not directly related to the educational functions of the university, but are undertaken or operated to provide services to faculty and students. For purposes of illustration, operations which may be recognized as ancillary enterprises are student residences, student unions, parking facilities, alumni services, cafeterias, dining halls, book stores, university presses, intercollegiate and intramural athletics, health services (except portion provided as part of counselling or advisory services) etc.

Form CUA-70-K

FULL-TIME FACULTY APPOINTMENTS DURING PERIOD SEPTEMBER 15th, 1969 TO SEPTEMBER 15th, 1970

This return is requested in order to update the Citizenship Analysis of University Faculty carried out by the C.P.U.O in early 1970. Please note that discipline areas (and programs included within such areas) remain those of the Dominion Bureau of Statistics.

TOTAL	DISCIPLINE AREA	CANADA	UNITED STATES	UNITED KINGDOM	OTHER COMMON-WEALTH	FRANCE	OTHER
-------	-----------------	--------	---------------	----------------	---------------------	--------	-------

AGGREGATE FIGURES

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

Not available

3

2

2

3

Not available

8

8

3

1

13

6

1

BREAKDOWN BY DISCIPLINE AREA

FACULTY ADMINISTRATION

- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

NOTE: Breakdown by discipline area unavailable.

Citizenship not available for all new Faculty appointments.

HUMANITIES

- Pure
- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

- Applied
- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

SOCIAL SCIENCE

- Pure
- Country of Residence in Year Previous to Appointment
- Citizenship Status at date of Appointment
- Citizenship Status at birth
- Country of 1st Degree
- Country of last Degree

TOTAL		Page 2.				
DISCIPLINE AREA		CANADA	UNITED STATES	UNITED KINGDOM	OTHER COMMON-WEALTH	FRANCE OTHER

SOCIAL SCIENCE (continued)

- Applied - Country of Residence in Year Previous to Appointment
 - Citizenship Status at date of Appointment
 - Citizenship Status at birth
 - Country of 1st Degree
 - Country of last Degree

BIOLOGICAL SCIENCE

- Pure
 - Country of Residence in Year Previous to Appointment
 - Citizenship Status at date of Appointment
 - Citizenship Status at birth
 - Country of 1st Degree
 - Country of last Degree

- Applied - Country of Residence in Year Previous to Appointment
 - Citizenship Status at date of Appointment
 - Citizenship Status at birth
 - Country of 1st Degree
 - Country of last Degree

- N/A -

PHYSICAL SCIENCE

- Pure
 - Country of Residence in Year Previous to Appointment
 - Citizenship Status at date of Appointment
 - Citizenship Status at birth
 - Country of 1st Degree
 - Country of last Degree

- Applied - Country of Residence in Year Previous to Appointment
 - Citizenship Status at date of Appointment
 - Citizenship Status at birth
 - Country of 1st Degree
 - Country of last Degree

LONG-TERM ENROLMENT DATA

Form CUA-70-L

TO 1975-76

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)					
855		981	1,040	1,095	1,137	1,181
	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)					
2,911		3,182	3,366	3,496	3,629	3,768
	(iii) Total Graduate (Fall-Term)					
57		75	90	107	120	134
	(iv) Total Full-Time Enrolment (ii plus iii)					
2,968		3,257	3,456	3,603	3,749	3,902
	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)					
540		540	540	540	540	540
	(vi) F.T.E. Enrolment (iv plus v)					
3,508		3,797	3,996	4,143	4,289	4,442
	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)					
4,048		4,498	4,801	5,051	5,319	5,587

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

The above represents total students enrolled in all programs.

TO 1975-76

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)					
	777	846	904	961	994	1,037
	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)					
(3)	2,527	2,729	2,878	3,010	3,143	3,283
	(iii) Total Graduate (Fall-Term)					
	57	75	90	107	120	134
	(iv) Total Full-Time Enrolment (ii plus iii)					
	2,584	2,804	2,968	3,117	3,263	3,417
	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)					
	540	540	540	540	540	540
	(vi) F.T.E. Enrolment (iv plus v)					
	3,124	3,344	3,508	3,657	3,803	3,957
(1)	3,940	4,308	4,574	4,797	5,038	5,274
(2)	108	190	227	254	281	313
	4,048	4,498	4,801	5,051	5,319	5,587
	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)					

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

- (1) Faculties of Arts, Science and University Schools.
- (2) Education weighted F.T.E. concurrent program students.
- (3) Diploma students included (University Schools).

314	First Year	310	315	315	315	320
547	All Years	538	530	535	545	555

TO 1975-76

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)					
855		981	1,040	1,095	1,137	1,181
	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)					
(1) 2,634		3,911	3,097	3,253	3,409	3,573
	(iii) Total Graduate (Fall-Term)					
57		75	90	107	120	134
	(iv) Total Full-Time Enrolment (ii plus iii)					
2,691		2,986	3,187	3,360	3,529	3,707
	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)					
540		540	540	540	540	540
	(vi) F.T.E. Enrolment (iv plus v)					
3,231		3,526	3,727	3,900	4,069	4,247
	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)					
(2) 4,048		4,498	4,801	5,051	5,319	5,587

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

(1)	Education-eligible units	182	219	243	266	290
	107					
(2)	Education-BIU weighted	190	227	254	281	313
	108					

LONG-TERM ENROLMENT DATA

Form CUA-70-L

TO 1975-76

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

	1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
(1)	78	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	135	136	134	143	144
(2)	384	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	453	488	486	486	485
		(iii) Total Graduate (Fall-Term)					
	384	(iv) Total Full-Time Enrolment (ii plus iii)	453	488	486	486	485
		(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)					
		(vi) F.T.E. Enrolment (iv plus v)					
	108	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	190	227	254	218	313

Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

(1) This breaks down as follows:					
48 Degree/Education	60	76	89	93	94
30 1st year two-year Diploma	75	60	50	50	50
78	135	136	139	143	144
All students in (1) applicable to some B.I.U. weight.					
(2) Concurrent students F.T.E. Arts & Science included in totals.					
107 Units	182	219	243	266	290
(3) Basic Income Units related to (2)					

PROBABLE CUMULATIVE 5 YEAR CASH FLOW FOR FORMULA CAPITAL PROJECTS WITH FINAL APPROVALS

CUA/70/M-1

(SUBSEQUENT TO APRIL 1 - 1969 AND BY MARCH 31 - 1971)

LAKEHEAD
University

Project No.	Project Name	In \$ 000's		Cash Flow of Financial Assistance in \$ 000's						REMARKS
		Approved Total Expenditure	Total Financial Assistance	1969 - 70	1970 - 71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	
LAK 25	Athletic Building, Phase I	548	548	-	250	298				
LAK 30	Powerhouse	268	268	-	268	-				
LAK 31	Library Addition	1,083	1,083	-	250	833				
LAK 32	Academic Building	2,507	2,507	-	175	1,550	782			
LAK 38	Athletic Building, Phase II	1,750	585	-	100	485				

PROBABLE YEARLY 5 YEAR CASH FLOW FOR "FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

CUA/70/M-2

(PRIOR TO MARCH 31 - 1969)

LAKEHEAD
University

Project No.	(list only those projects requiring additional funds) Project Name	In \$ 000's			Balance of Financial Assistance in \$ 000's					REMARKS
		Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	Subsequent	
LAK 28	Site Services	802	762	38	-	-	-	-		

PROBABLE YEARLY 5 YEAR CASH FLOW FOR "NON-FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

CUA/70/M-3

(AS OF MARCH 31 - 1971)

LAKEHEAD

University

Page B-40

Project No.	(list only those projects requiring additional funds) Project Name	In \$ 000's			Balance of Financial Assistance In \$ 000's							REMARKS (list formula project which correlates)
		Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	Subsequent			
LAK 33	Site Services, 1970	657	657	350	307							
LAK 35	Utilities Extension	326	326	250	76							
LAK 37	Powerhouse Equipment	1,224	1,224	200	1,024							
LAK 34	Site Services, 1971	325	325	100	225							
LAK 27	Land Acquisition	130	130	-	130							
		2,662	2,662	900	1,762							

CUA/70/M-4

LAKEHEAD

University

REMARKS	Probable Cumulative Cash Flow Of Financial Assistance					* Estimated
	1971 - 72	1972 - 73	1973 - 74	1974 - 75	1975 - 76*	
Interim Formula Cumulative Cash Flow Entitlement As Per May 1st, 1970						
Total of Probable Cumulative Cash Flow For Formula Projects With Approvals As Of March 31 - 1971 (Table M-1)						
Project No.	Project Name	Approval Status	Date of Last Approval	Estimated Total Expenditure	Total Financial Assistance	
***** ***** *****	Residence Dining Facility ***** ***** *****	***** ***** *****	***** ***** *****	600	600	
***** ***** *****	Academic Building Extension ***** ***** *****	***** ***** *****	***** ***** *****	1,500	1,500	
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****			
***** ***** *****	***** ***** *****	***** ***** *****	***** ***** *****		</	

CUA/70/M-5

LAKEHEAD

University

[illegible]

INSTITUTION: LAKEHEAD UNIVERSITY

FORM CUA-70-N

WEIGHTED ENROLMENT FOR PURPOSES OF THEINTERIM CAPITAL FORMULAS U M M A R Y

Weighting Categories: Capital Weighting Scheme						
	A 1.0	B 1.5	C 2.0	D 3.0	E 4.0	TOTAL WEIGHTED ENROLMENT
1970-71	1,653	1,921.5		102		3,676.5
1971-72	1,843	2,064.0		114		4,021.0
1972-73	1,959	2,184.0		123		4,266.0
1973-74	2,084	2,197.5		135	8	4,424.5
1974-75	2,202	2,241.0		144	20	4,607.0
1975-76	2,340	2,251.5	6	156	24	4,777.5

APPENDIX C

New and Extended Programs

<u>ITEM</u>	<u>PAGE NUMBER</u>
1. <u>B.Sc. Forestry - 3rd and 4th Year Levels</u>	
(i) Outline of Program	C-1
(ii) Form UA4	C-4
2. <u>B.A.Sc. - 3rd and 4th Year Levels</u>	
(i) Outline of Program	C-5
(ii) Form UA4	C-7
3. <u>B.Sc. - Liberal Science</u>	
(i) Outline of Program	C-8
(ii) Form UA4	C-9
4. <u>Graduate Diploma in Economic Development</u>	
(i) Outline of Program	C-10
(ii) Form UA4	C-11

1. B. SC. IN FORESTRY - 3RD AND 4TH YEAR LEVELSOutline of Program

In 1950 Lakehead University (then Lakehead Technical Institute) offered the first year of a four year B.Sc. in Forestry program. An agreement was reached at that time with the University of Toronto permitting the transfer of Lakehead students to the second year of the Toronto Forestry program. In 1966 Lakehead University added the second year of the program and students were permitted to transfer to the third year at Toronto. Although there has been no difficulty to date, there is no guarantee that Lakehead students will all be admitted to the third year at Toronto.

For twenty years the School of Forestry at this University has been consolidating its supplies of field and classroom equipment and improving and expanding its Forestry library holdings. Concurrently the School has acquired valuable experience in the administration of all aspects of a Forestry curriculum, which is particularly important in a program which effectively combines classroom, laboratory and field instruction.

The Lakehead University School of Forestry is well recognized in both industry and government. To date, all Lakehead Forestry students have been successful in their final years at the University of Toronto. The soundness of the School's reputation is reflected in the growing enrolments it has attracted in recent years (see Table I below).

SCHOOL OF FORESTRY ENROLMENT						
Academic Year	Diploma Technology		Research Certificate		Degree Program	
	I	II	III	I	II	Total Enrolment
1966/67	30	16	-	11	-	57
1967/68	52	22	10	17	4	105
1968/69	50	40	15	21	14	140
1969/70	66	41	10	43	18	178
1970/71	56	50	15	55	35	211

TABLE I

With a continued moderate growth rate based upon the enrolment patterns detailed above, it is felt that the projected additional enrolment resulting from the proposed 3rd and 4th year levels (see UA4 below) is a conservative estimate. Students currently enrolled in the first two years of the degree program have overwhelmingly indicated their preference for continuing their undergraduate education at this University.

Regional resources and requirements strongly suggest that a full degree program in Forestry is essential for the future development of Northwestern Ontario. The University is in close proximity to a number of major logging and forest management operations and to two of the four major forest regions to be found in the Province of Ontario. Existing facilities include fully equipped Forestry laboratories in Forest Biometrics, Dendrology, Mensuration, Photogrammetry, Forest Soils and Wood Science. The library maintains both hard-cover and periodical Forestry collections as well as a separate file of fully cross-referenced miscellaneous publications in Forestry and directly related fields.

Pressures on the forest resources of this region indicate the need for the proposed program. The forest resources of Northern and Northwestern Ontario have been subjected to intensive timber utilization pressures for more than 30 years. Until recently no significant efforts were made to ensure the maintenance of the productivity of areas from which timber was removed, and the consequence was the progressive accumulation of many thousands of acres of forest land in either an idle condition or occupied by unsuitable tree species. A sustained major program of reforestation will be required to correct the aforementioned problem, and much more planning and direction must be provided in the conduct of logging operations to ensure that the difficulties created by such operations in the past are not extended further. Both of these responsibilities are those of professional foresters who will be required in much larger numbers than heretofore to resolve the complex biological and engineering problems which they pose.

In addition to the timber utilization pressures which are increasing markedly in Northern and Northwestern Ontario through the expansion of the forest industries, the northern forests are being sought by citizens and visitors as a recreational milieu. Forest land use pressures arising out of this demand are mounting in this region, and cases of potential conflicts in the matter of land use are in evidence.

Long-range predictions of forest recreational demand in North-western Ontario, originating particularly from the central United States, indicate that decidedly heavy pressure on the forest resource must be anticipated. Again, leadership in planning the optimum use of northern forest and forest lands of Ontario should be undertaken by a professional school in the region.

Lakehead University fulfils the requirements for an effective program of professional Forestry education - long experience in the provision of technological and professional Forestry education; immediate availability of a full range of courses, facilities, resources and forest conditions; an experienced nucleus of staff; and the opportunity for optimum development of the potential talents and abilities of students through access to the degree program from the technology diploma program.

The course offerings for the third and fourth years will follow closely the recommendations put forward by Dr. Samuel Trask Dana in his study of Forestry Education in America (Society of American Foresters, 1963), with an emphasis on regional requirements. Five new faculty members will be required in the first year of the expanded program, with two additional faculty to be added in the second year.

Extra-formula support is requested for the first year of the program only. Approximately \$32,000 in additional operating funds will be required, while an estimated \$116,500 non-formula capital grant will be needed to provide the necessary alterations, furnishings and equipment.

NEW PROGRAM INFORMATION

Page C-4

(SEPARATE FORMS - UA4 PAGES 4 AND 5 - MUST BE SUBMITTED FOR EACH NEW PROGRAM)

UNIVERSITY LAKEHEAD

TITLE OF PROGRAM Third and Fourth Years of Forestry Degree

INDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED 1

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)

	INITIAL EXPENSES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
ESTIMATED ENROLMENT AND STAFF						
GRADUATE ENROLMENT						
UNDERGRADUATE ENROLMENT additional		35	65	65	70	70
WEIGHTED ENROLMENT						
STAFF FOR NEW PROGRAM		5	7	7	7	7

ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$
ACADEMIC SALARIES		82,000	103,900	103,900	103,900
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)		39,500	51,575	51,575	60,650
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)		26,500	60,000	60,000	67,500
TOTAL ESTIMATED EXPENSE	\$	148,000	215,475	215,475	232,050

ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$
ACADEMIC FEES		18,200	33,800	33,800	36,400
GRANT GENERATED BY FORMULA		97,875	181,675	181,675	195,650
OTHER OPERATING INCOME					
TOTAL ESTIMATED INCOME	\$	116,075	215,475	215,475	232,050

EXCESS OF EXPENSE OVER INCOME

	\$	\$	\$	\$	\$
		31,925	-	-	-

ESTIMATED CAPITAL COST INVOLVED

non-formula
alterations and equipment

	\$	\$	\$	\$	\$
LAND AND BUILDING		56,000			
FURNISHINGS AND FIXTURES		10,500			
EQUIPMENT		50,000			
OTHER					
TOTAL ESTIMATED CAPITAL COST	\$	116,500			

DATE November 12, 1970

SIGNATURE OF REPORTING OFFICER [Signature]

2. BACHELOR OF APPLIED SCIENCE - 3RD AND 4TH YEAR LEVELS

Outline of Program

There is a need for an innovative Engineering degree program which will reflect the current requirements of the region as well as the requirements envisioned in the projected growth of the area as outlined in the recent report, Design for Development (Ontario Department of Treasury and Economics, 1970).

The general Engineering program proposed by Lakehead University will provide students with an opportunity to innovate in their academic development through a broad range of electives and projects associated with real problems. It will provide industry with graduates who are cognizant of environmental problems and their relationship to industrial growth as well as the techniques available for increased productivity and efficiency through a utilization of modern technology. The emphasis will be on developing professionals with the background required to effectively deal with problems associated with environmental desecration, low productivity, under-utilization of natural resources, and the development of secondary and tertiary industries.

During his first year a student, in conjunction with his faculty advisor, will choose the elective stream of courses he wishes to pursue (e.g. Business Administration, Economics, Natural Environment, Social Sciences, etc.). Alternatively, he may choose to transfer to the technology diploma stream.

The first two years of the program will form a core. In the final years the student will choose either a technical option in operations engineering or a business-oriented option in the operations of manufacturing facilities. In the fourth year of the program it will be possible for the student to devote up to 40% of his time to a project or projects designed to put into practice his classroom experience and at the same time to complement his academic experience.

These projects will be developed in conjunction with industry through a School of Engineering program co-ordinator, and will be supervised by the student's faculty advisor. The function of the program co-ordinator will be to make industry aware of the program and to encourage them to participate in the projects and in seminars.

Unique features of the proposed program include a limitation on student contact hours in the range of 20 to 22 hours per week (23 to 25 hours per week in the technology diploma program), a faculty

advisor for each student, and admittance for selected graduates of diploma programs. The 3rd and 4th years of the proposed B. A.Sc. program have been carefully designed to accept students from either the 2nd year of a degree program or the 3rd year of a diploma program. The experience which this University has with the diploma program will enable it to accomodate readily not only our own diploma graduates but those from community colleges as well.

The University is requesting extra-formula support in the amount of \$47,500 in the first year of the extended program, and \$20,000 in the second and third years. In addition, \$38,000 is requested in non-formula capital support for necessary initial alterations. No new equipment will be needed for this program.

NEW PROGRAM INFORMATION
(SEPARATE FORMS - UA4 PAGES 4 AND 5 - MUST BE SUBMITTED FOR EACH NEW PROGRAM)

Page C-7

UNIVERSITY LAKEHEAD

TITLE OF PROGRAM Third and Fourth Years of Engineering Degree

INDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED 3

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)

	INITIAL EXPENSES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
ESTIMATED ENROLMENT AND STAFF						
GRADUATE ENROLMENT						
UNDERGRADUATE ENROLMENT additional		30	70	80	90	90
WEIGHTED ENROLMENT						
STAFF FOR NEW PROGRAM		3	3	4	4	4

ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$	\$
ACADEMIC SALARIES		47,500	50,000	78,000	78,000	78,000
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)		72,000	122,000	129,700	139,850	139,850
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)		27,500	60,050	77,500	80,500	80,500
	\$	\$	\$	\$	\$	\$
TOTAL ESTIMATED EXPENSE		147,000	232,050	285,200	298,350	298,350

ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$	\$
ACADEMIC FEES		16,800	39,200	44,800	50,400	50,400
GRANT GENERATED BY FORMULA		82,650	172,850	220,400	247,950	247,950
OTHER OPERATING INCOME						
TOTAL ESTIMATED INCOME	\$	99,450	212,050	265,200	298,350	298,350

EXCESS OF EXPENSE OVER INCOME

\$	\$	\$	\$	\$	\$
	47,550	20,000	20,000	.	

ESTIMATED CAPITAL COST INVOLVED non-formula
alterations

	\$	\$	\$	\$	\$
LAND AND BUILDING	32,000				
FURNISHINGS AND FIXTURES	6,000				
EQUIPMENT					
OTHER					
TOTAL ESTIMATED CAPITAL COST	\$	38,000			

DATE November 12, 1970

SIGNATURE OF REPORTING OFFICER Grant H. Thompson

3. B. SC. - LIBERAL SCIENCE

Outline of Program

The Liberal Science Program is designed to meet the growing academic and career needs for a general education which includes a strong base in science for those students who do not want to become professional scientists. The program will offer substantial flexibility in course selection so that a student after first or second year would be able to transfer into a major or honours program in Science or Arts, with a proper selection of courses. It is expected that students interested in a teaching career will find the concurrent B.Sc/B.Ed. program with a Liberal Science option a particularly rewarding and useful background.

Each student will choose his program in consultation with a designated advisor who will ensure that the program is coherent and suited to the needs of the student. Course requirements for the program will be as follows: five courses from the Liberal Sciences; three courses from the Social Sciences and Humanities; three courses from the Departments of Biology, Chemistry, Geology, Mathematics, Physics and Psychology; and four other courses in Arts and Science.

The following course options will be offered in the Liberal Sciences: Science and Man; Science in an Age of Machines; Natural Science; Chemistry and Man; The Physical Nature of the Earth; Contemporary Physical Thought; Physics for Poets; Mathematics - The Analytical Tool of Science; Astronomy; and Problems in Pollution. Of these, Natural Science, The Physical Nature of the Earth, and Contemporary Physical Thought are current course offerings.

The University is requesting the normal operating weight for B.Sc. general programs and no extraordinary operating grants. An initial non-formula capital grant for alterations and equipment is requested in the amount of \$53,500 dollars.

NEW PROGRAM INFORMATION

Page C-9

(SEPARATE FORMS - UA4 PAGES 4 AND 5 - MUST BE SUBMITTED FOR EACH NEW PROGRAM)

UNIVERSITY LAKEHEADTITLE OF PROGRAM Liberal Science DegreeINDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED 1

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)

	INITIAL EXPENSES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
ESTIMATED ENROLMENT AND STAFF						
GRADUATE ENROLMENT						
UNDERGRADUATE ENROLMENT		15	30	50	60	70
WEIGHTED ENROLMENT						
STAFF FOR NEW PROGRAM		1	2	3	3	3

ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$
ACADEMIC SALARIES		13,950	27,900	41,850	41,850
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)		5,675	11,350	24,400	30,000
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)		5,500	11,000	17,500	28,650
	\$	\$	\$	\$	\$
		25,125	50,250	83,750	100,500
TOTAL ESTIMATED EXPENSE					

ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$
ACADEMIC FEES		7,800	15,600	26,000	31,200
GRANT GENERATED BY FORMULA		17,325	34,650	57,750	69,300
OTHER OPERATING INCOME					
	\$	\$	\$	\$	\$
		25,125	50,250	83,750	100,500
TOTAL ESTIMATED INCOME					

EXCESS OF EXPENSE OVER INCOME

\$	\$	\$	\$	\$	\$
	-	-	-	-	-

ESTIMATED CAPITAL COST INVOLVED non-formula
alterations and equipment

	\$	\$	\$	\$	\$
LAND AND BUILDING	24,000				
FURNISHINGS AND FIXTURES	4,500				
EQUIPMENT	25,000				
OTHER					
	\$	\$	\$	\$	\$
TOTAL ESTIMATED CAPITAL COST	53,500				

DATE November 12, 1970SIGNATURE OF REPORTING OFFICER Bruce H. Thompson

4. GRADUATE DIPLOMA IN ECONOMIC DEVELOPMENT

Outline of Program

The objective of the program is to provide the theoretical framework necessary for the study and appreciation of the problems of development and equip the students with the tools and techniques of developmental planning. These methods would include project evaluation techniques and cost benefit analysis.

Requirements for admission to the program are a Bachelor of Arts Honours degree and practical experience in the administration and planning of policies which contribute to the developmental process. Students will be required to take the equivalent of five full courses, three of which will be courses currently offered by the Department of Economics at both the graduate and undergraduate levels.

A seminar course in the Techniques of Development Planning will constitute the remaining course credits. Included in this course will be a series of seminars conducted by recognized experts in the field of developmental planning and theory. In addition to participation in the seminars, students will be expected to prepare case studies requiring application of the concepts and tools of planning to specific problems drawn from their own experience and background.

In view of the extensive nature of the training involved in this program, each student will be assigned to a faculty tutor who will give additional assignments and direction suited to the individual needs of the student. Enrolment in this program will remain relatively controlled to ensure that each student receives ample consideration.

Consistent with the financial support received for the University's current program for a Graduate Diploma in Business Administration, we are requesting an Operating Weight of 2.0 for students enrolled in the Graduate Diploma in Economic Development program. No extra-formula grants are requested for this program.

NEW PROGRAM INFORMATION

Page C-11

(SEPARATE FORMS - UA4 PAGES 4 AND 5 - MUST BE SUBMITTED FOR EACH NEW PROGRAM)

UNIVERSITY LAKEHEADTITLE OF PROGRAM Graduate Diploma in Economic DevelopmentINDICATE NUMBER OF YEARS DURING WHICH EXTRAORDINARY FINANCIAL ASSISTANCE IS EXPECTED nil

(USE CURRENT DOLLARS AND CURRENT BASIC INCOME UNIT VALUE IN ESTIMATING INCOME AND EXPENSE)

	INITIAL EXPENSES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
ESTIMATED ENROLMENT AND STAFF						
GRADUATE ENROLMENT						
UNDERGRADUATE ENROLMENT		10	12	15	15	15
WEIGHTED ENROLMENT						
STAFF FOR NEW PROGRAM		1	1	1	1	1

ESTIMATED OPERATING EXPENSE

	\$	\$	\$	\$	\$
ACADEMIC SALARIES		20,000	20,000	20,000	20,000
ACADEMIC OTHER EXPENSES (INCLUDING FRINGE BENEFITS)		4,250	8,900	16,375	16,375
OTHER OPERATING EXPENSES (INCLUDING FRINGE BENEFITS)		9,000	11,000	13,500	13,500
TOTAL ESTIMATED EXPENSE	\$	\$ 33,250	\$ 39,900	\$ 49,875	\$ 49,875

ESTIMATED OPERATING INCOME

	\$	\$	\$	\$	\$
ACADEMIC FEES		5,100	6,120	7,650	7,650
GRANT GENERATED BY FORMULA		28,150	33,780	42,225	42,225
OTHER OPERATING INCOME					
TOTAL ESTIMATED INCOME	\$	\$ 33,250	\$ 39,900	\$ 49,875	\$ 49,875

EXCESS OF EXPENSE OVER INCOME

	\$	\$	\$	\$	\$
		-	-	-	-

ESTIMATED CAPITAL COST INVOLVED

	\$	\$	\$	\$	\$
LAND AND BUILDING					
FURNISHINGS AND FIXTURES					
EQUIPMENT					
OTHER					
TOTAL ESTIMATED CAPITAL COST	\$	\$	\$	\$	\$

DATE November 12, 1970

SIGNATURE OF REPORTING OFFICER

Frank R. Thompson



